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ABSTRACT

This book contains materials to support the introduction of Early Literacy Support (ELS) in Year 1 schools in England. The 60 sessions outlined in the book are designed to revisit key objectives from the National Literacy Strategy Framework. The ELS program involves comprehension training for Year 1 teachers and teaching assistants. The training is designed to ensure that children receive quality first teaching in the first term, that careful screening and selection processes are employed to identify the children most at risk, and that the selected group of up to six children then receives an effective intervention (including 60 additional literacy lessons in the second term). The appendix contains a pack of materials to support the screening process and some advice on the selection of the intervention group. Contains a 19-item glossary. (RS)

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ED 472 283

Early Literacy Support Programme

Materials for teachers working in partnership with teaching assistants

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CS 511 733

Contents page

Introduction iv

Summary of objectives x

Week 1 1

Week 2 9

Week 3 20

Week 4 31

Week 5 42

Week 6 51

Week 7 59

Week 8 68

Week 9 82

Week 10 91

Week 11 101

Week 12 112

Appendix *Contents List* 124

Screening Pack Contents List 125

Section A *Background notes for teachers* 126

Section B *Notes on screening* 127

Section C *Screening tasks* 120

Identification of ELS Group 153

Glossary 157

The **National** *Literacy Strategy*
Early Literacy Support Programme

Materials for teachers working in partnership with teaching assistants

Introduction

This book contains materials to support the introduction of Early Literacy Support (ELS) in Year 1. The ELS Programme involves comprehensive training for Y1 teachers and teaching assistants. The training is designed to ensure that children receive quality first teaching in the first term, that careful screening and selection processes are employed to identify the children most at risk, and that the selected group of up to six children then receives an effective intervention (including 60 additional literacy sessions in the second term).

The appendix to this book contains a pack of materials to support the screening process and some advice on the selection of the intervention group.

The Early Literacy Support sessions

The 60 sessions outlined in this book are designed to revisit key objectives from the *NLS Framework for teaching* YR, Y1 term 1 and Y1 term 2. The aim of the intervention is to ensure that by the beginning of Y1 term 3, all children are working at the appropriate objectives and are able to participate fully in the daily Literacy Hour with their peers. Each intervention session:

- includes a daily word level element and provides a balance of reading, writing and speaking and listening across the week;
- focuses on securing key learning objectives, setting targets and reviewing progress;
- includes activities designed for the children to 'take away' to practise and consolidate their learning;
- is closely aligned to the Literacy Hour; the 'teachers' notes' provide guidance to help the class teacher support the children as they transfer their learning from the intervention sessions into the Literacy Hour.

Can you think like Freddie Frog when learning to spell a new word?
Co
b c d
p q

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Roles and responsibilities

The successful implementation of ELS requires a whole-school commitment. The headteacher, SENCO, Literacy coordinator and Y1 teacher(s) and teaching assistant(s) all have key roles and responsibilities.

- The implementation team (Y1 teacher(s), teaching assistant(s), SENCO, literacy coordinator and headteacher) support the selection of the target group.
- The teaching assistant delivers the additional literacy sessions in Y1 term 2.
- The class teacher maintains a commitment to deliver weekly Guided Reading and Guided Writing for the children in the group.
- The class teacher uses the Progress Checks and Guided Reading/Writing sessions to monitor progress and ensure that books are selected at the instructional level of difficulty.
- The class teacher uses the weekly teachers' notes to promote the transfer of new learning in the intervention sessions to the Literacy Hour.

When and where

When

The additional sessions should be delivered outside of the Literacy Hour. The twenty-minute sessions can take place at any time during the day. If this involves time being taken from other areas of the curriculum, a careful balance should be sought so that no one area is affected more than another.

Where

An area should be identified which can be used for all of the sessions. If possible, opportunities should be provided for the teaching assistant to personalise and signal the space as the ELS area.

This book includes:

- a guide to the ELS materials;
- a summary of the teaching objectives for the full 12-week programme;
- overviews of the objectives covered each week;
- notes for the class teacher, with suggested links to whole-class teaching;
- summary session plans for each of the 60 sessions;
- examples of some full session scripts (the complete set of scripts is available separately in the ELS File);
- Progress Checks for Weeks 4, 8 and 12;
- an 'exit strategy' chart (Appendix);
- a glossary of terms (Appendix);
- screening materials (Appendix).

Using the materials

A range of materials are available to support teachers and teaching assistants as they run the ELS programme.

- *NLS Early Literacy Support Programme: Materials for teachers working in partnership with teaching assistants* – this book contains materials for teachers working in partnership with teaching assistants. It is the essential guide for teachers, giving them an overview of what is being covered in the sessions each day and suggestions for links with whole-class teaching.
- *NLS Early Literacy Support Programme: Session Materials for Teaching Assistants* (File) – this is the essential guide for teaching assistants. It includes a full script for each of the 60 ELS sessions and a sheet for each week listing all the resources needed and details of the preparation for each session. There are notes for parents and carers and weekly activity sheets for children to take home. There is further information on particular text types to support the sessions.
- Art Work / PCMs – an appendix to the file. This includes a full range of photocopiable materials to support the sessions, and a set of picture cards to use for phonics games.
- Top-Up Sessions – an appendix to the file. There are 12 further ELS sessions that can be run in the Summer term to reinforce objectives from Weeks 9–12. These sessions are for children who need some extra support to become secure in their learning.
- ELS Trolley – schools order this separately. The trolley contains a range of equipment to support the running of the sessions.

Running the ELS programme – notes for class teachers and teaching assistants

- **Screening and selection**
  The screening and selection process takes place during the Autumn term. (See Appendix: Screening materials, pages 125–152, for details.) Groups of up to six children are identified and parents and carers are informed.

- **'Getting to know you' sessions**
  Once children have been selected, it is suggested that teaching assistants have some time with the group before the programme starts. There are notes for three sessions which will last for about 20 minutes each (see File, pages vi–viii). The sessions could be run at the end of the Autumn term or at the beginning of the Spring term. They are designed to help the teaching assistant become familiar with the group and to introduce various activities and ways of working during the programme.

- **Guided Reading and Writing**
  The teacher retains overall responsibility for Guided Reading for the intervention group by:

- planning and teaching Guided Reading sessions with the group at least once a week (there are suggestions in the teacher's notes about texts to choose that fit with the theme of the intervention sessions);
- selecting the Guided Reading text for the teaching assistant to use on alternate weeks of the ELS programme (suggestions included in the teacher's notes);
- using the ELS Progress Checks during a Guided Reading / Writing session at the end of each four-week block of the intervention sessions.

- **Independent activities 'Take Away'**

  Each child has a Take Away pack with a selection of activities for them to do during the independent time in the Literacy Hour. The activities focus on practising and consolidating skills learned in the intervention sessions.

How to use the Take Away pack

- The pack always contains three or four different activities. The teaching assistant adds a new activity, the Take Away, at the end of the intervention session on most days, replacing one from the previous week.
- The teaching assistant explains the new Take Away activity at the end of each session, so the children will be able to do that activity in the Literacy Hour the next day.
- The pack also includes copies of books, previously read by children in Guided Reading sessions, that they can re-read independently.
- The children are expected to work without an adult on these activities to give a chance for them to develop their independence. If they finish one activity, they can go on to do other things from their packs or join in with work planned by the teacher.
- Take Away packs are not designed to be taken home each day. There are weekly activity sheets for children to take home, with ideas for a range of activities to be done with the support of parents or carers (see File pages 161–177). The children will take home any writing completed during the week, and their Guided Reading book on alternate weeks.

Outline of activities added to the Take Away pack each day

The activities each week usually follow the same pattern, although this can vary according to the focus of a particular week.

Monday:	Oral activity linked to the shared text, e.g. re-telling a story using a set of pictures; Guided Reading book – ideally, the teacher reads with this group on a Monday and the book is added to the pack to be re-read independently.
Tuesday:	Word game – either using quick-fire words for the week, or based on the phonics games that week.
Wednesday:	Sentence-making activity – e.g. re-arranging cut-up words to make a complete sentence.
Thursday:	Writing Flap Cards – practising spelling and handwriting using 'flap' cards.
Friday:	No new independent activity – children take home the writing completed during the week, and Guided Reading books on alternate weeks, to read to someone at home.

Quick-fire words

There is a suggested sequence for learning high frequency words each week within the sessions (see the session scripts). The words are drawn from the examples of texts given in the programme, but the activities could be adapted to other high frequency words. The new words should be added to each child's own set every week. It is suggested that they play word games with them, working in pairs, during their independent sessions. Snap and Pairs are the easiest to play. There is also a 'Lotto' game included as a photocopiable example, or 'PCM' (PCM pages 187–188).

- **Partnership with parents**

  Parents and carers play a vital part in their child's learning. A set of 12 activity sheets has been produced to give ideas and advice for parents and carers who want to support their children's learning at home. (See File, pages 161–177.) The introductory sheet gives general information about the activities and should be sent home at the beginning of the programme. The children take home one sheet at the end of each week, and the activities are linked to the theme and objectives for that week.

  The emphasis throughout is on adults and children enjoying doing things together, in order to reinforce learning and build confidence, rather than 'homework' to be completed before the next session.

- **Progress Checks**

  Following each four-week block of sessions, it will be productive for the class teacher and teaching assistant to review the progress of individual children. To support this review, a set of three Progress Checks have been included in the intervention materials, each designed to be used by the class teacher during Guided Reading and Guided Writing sessions. The purpose is to check progress, not only in terms of the acquisition of key skills covered in the intervention sessions, but most importantly in the ability of children to apply these skills in context.

  Where individual children seem to require particular support or a further 'boost', it may be possible to arrange additional opportunities for Guided Reading or for quick practical sessions on aspects of the key skills with the teaching assistant or other adult support.

Early Literacy Support:
SUMMARY OF OBJECTIVES

Sessions 1–20 (4 weeks)

Objectives based on YR and Book Bands 1–2

	Key objectives (taken from YR objectives, *NLS Framework for teaching*)	**Speaking and Listening** **Key objectives:**
Week 1 **Sessions** **1–5**	**Text Reading:** 1d, 2 **Text Writing:** 11e, 13 **Sentence:** 1 **Word:** (*PiP* Step 2) 6, 7	• Listen for initial/final sounds in words. • Ask a question to obtain useful information. • Plan writing, organise ideas in sequence.
Week 2 **Sessions** **6–10**	**Text Reading:** 1d, 2 **Text Writing:** 11e, 11f, 13 **Sentence:** 1 **Word:** (*PiP* Step 2) 6, 7	• Use talk to recall past, personal experiences in order of event. • Reinforce sequential vocabulary. • Elaborate on own contributions.
Week 3 **Sessions** **11–15**	**Text Reading:** 2, 3 **Text Writing:** 11e, 11f **Sentence:** 1 **Word:** (*PiP* Step 3) 6, 7	• Recollect and re-tell events from a book (using sequential vocabulary). • Listen to a story and provide some elaboration. • State possible outcomes and predict endings / events in a story.
Week 4 **Sessions** **16–20**	**Text Reading:** 2, 3 **Text Writing:** 11e, 11f **Sentence:** 1 **Word:** (*PiP* Step 3) 6, 7	• Explore rhyming patterns in words. • Explore patterns of rhyme in letter strings • Echo rhyme through action songs • Listen for rhymes; join in with repeated refrains.

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Additional objectives for week *(through activities)*	**Text type and theme**	**Detail of daily focus** *(Text Ten)*
Text Reading: – **Text Writing:** 12b **Sentence:** 4 **Word:** 8	***Names*** Outcome: Photo frame with label High frequency words: *my, name, is*	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Reading (Bands 1–2)
Text Reading: – **Text Writing:** 12c, 12d, 14, 15 **Sentence:** 3 **Word:** 5	***Personal recount*** Outcome: 'Surprise' lift-the-flap book High frequency words: *I, went, to, the*	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing
Text Reading: 5, 7, 9 **Text Writing:** 12c, 12d, 15 **Sentence:** 2 **Word:** –	***Traditional story*** Outcome: Speech bubble for a character High frequency words: *this, is, a, big*	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Reading (Bands 1–2)
Text Reading: – **Text Writing:** 12e, 14 **Sentence:** 2 **Word:** 4	***Rhymes / Action songs*** Outcome: Innovation on a rhyme – new verse High frequency words: *day away said.* (revising *went*)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing

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Early Literacy Support: SUMMARY OF OBJECTIVES

Sessions 21–40 (4 weeks)

Objectives based on Y1 term 1 and Book Bands 3–4

	Key objectives (taken from Y1 term 1 objectives, *NLS Framework for teaching*)	**Speaking and Listening Key objectives:**
Week 5 Sessions 21–25	**Text Reading:** 2, 4 **Text Writing:** 8 **Sentence:** 4 **Word:** (*PiP* Step 4) 7, 9, 11	• Explore rhyming patterns in words. • Encourage 'why' and 'where' questions.
Week 6 Sessions 26–30	**Text Reading:** 2 **Text Writing:** 8 **Sentence:** 4 **Word:** (*PiP* Step 4) 7, 9, 11	• Revisit sequential vocabulary. • Sequence or order events.
Week 7 Sessions 31–35	**Text Reading:** 2 **Text Writing:** 8 **Sentence:** 4, 7, 8 **Word:** (*PiP* Step 4) 7, 9, 11	• Extract key points from what is said. • Expand on key points (elaborate). • Recite action rhyme (Vowel Rap).
Week 8 Sessions 36–40	**Text Reading:** 2 **Text Writing:** 8, 9 **Sentence:** 4, 7, 8 **Word:** (*PiP* Step 4) 7, 9, 11	• Recall and recount events from personal experience. • Recall and re-tell events from familiar story. • Make connections between events in stories and personal experiences.

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Additional objectives for week *(through activities)*	**Text type and theme**	**Detail of daily focus (Text Ten)**
Text Reading: 6 **Text Writing:** 10 **Sentence:** 1 **Word:** –	***Patterned language text*** Outcome: Innovation on a patterned language text (Question and Answer card) High frequency words: *what, you* (revise *my*)	• Shared Reading • Shared Writing • Sentence level work • Writing using high frequency words • Guided Reading (Bands 3–4)
Text Reading: 13 **Text Writing:** 16 **Sentence:** 6 **Word:** –	***Instructions*** Outcome: Make a jam sandwich High frequency words: *make, put, on* (revise *the*)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing
Text Reading: 1, 12 **Text Writing:** 14 **Sentence:** – **Word:** 8	***Labels and captions*** Outcome: Caption for an object (and Vowel Rap song sheets) High frequency words: *here, is, our* (*he/she/it*)	• Shared Reading • Shared Writing • Sentence level work • Handwriting • Guided Reading (Bands 3–4)
Text Reading: 5, 7 **Text Writing:** 11 **Sentence:** 9 **Word:** –	***Story (familiar setting)*** Outcome: Zig-zag book (based on story and own experience) High frequency words: *was, school, then, saw* (may vary depending on shared text selected)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing

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Early Literacy Support: SUMMARY OF OBJECTIVES

Sessions 41–60 (4 weeks)

Objectives based on Y1 term 2 and Book Bands 4–5

	Key objectives (taken from Y1 term 2 objectives, *NLS Framework for teaching*)	**Speaking and Listening Key objectives:**
Week 9 Sessions 41–45	**Text Reading:** 2, 19 **Text Writing:** 12 **Sentence:** 2, 5 **Word:** (*PiP* Step 5) 6, 9,	• Predict content of a non-fiction book from title and illustration • Give a reason to back up a point of view.
Week 10 Sessions 46–50	**Text Reading:** 2 **Text Writing:** 12 **Sentence:** 2, 5 **Word:** (*PiP* Step 5) 6, 9	• Substitute patterns in simple rhymes. • Predict patterns in text.
Week 11 Sessions 51–55	**Text Reading:** 2, 19 **Text Writing:** 12 **Sentence:** 1, 2, 5 **Word:** (*PiP* Step 5) 6	• Describe artefacts.
Week 12 Sessions 56–60	**Text Reading:** 2, 4 **Text Writing:** 12, 16 **Sentence:** 2, 5, 6, 7 **Word:** (*PiP* Step 5) 6, 9	• Recollect the main events from a known story in sequence. • Create a story with the children, asking them to predict what will happen next.

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Additional objectives for week *(through activities)*	**Text type and theme**	**Detail of daily focus (Text Ten)**
Text Reading: 17 **Text Writing:** 25 **Sentence:** 6 **Word:** –	***Non-chronological report*** Outcome: New page for an information book High frequency words: *has can, got,* (revise *this*)	• Shared Reading • Shared Writing • Sentence level work • Writing using high frequency words • Guided Reading
Text Reading: – **Text Writing:** 13 **Sentence:** 1 **Word:**	***Rhyming sentences*** Outcome: Label for a teddy with simple rhyme High frequency words: *who, came, our* (revise *school*)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and spelling • Guided Writing
Text Reading: 20 **Text Writing:** 23 **Sentence:** – **Word:** –	***Simple dictionary*** Outcome: Dictionary of people in the class High frequency words: *like, because*	• Shared Reading • Shared Writing • Sentence level work • Writing using high frequency words • Guided Reading (Bands 4–5)
Text Reading: 5 **Text Writing:** 14 **Sentence:** – **Word:** –	***Fairy story*** Outcome: Re-telling of 'Cinderella', Zig-zag book High frequency words: *after, once, time, live(d)*	• Shared Reading • Guided Writing • Guided Writing • Guided Writing • Guided Writing

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Week 1

WEEK 1 SESSIONS 1–5

Overview of objectives

Text focus: Children's names
Example text: Make own enlarged text with sentences *My name is …*
Outcome: Photo frame with label
High frequency words: *my, name, is*

Objective (*NLS Framework for teaching*, YR objectives)	***Taught through***
Word ***PiP* Step 2**	
2 To hear and say *s, m, t* in initial position (plus initial phonemes in children's names).	• Phonics Five each day.
3 To know phoneme–grapheme correspondences: *s, m, t.*	
6 To read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1.	• learning to read and spell *my* and *is*.
7 To read on sight the words from texts of appropriate difficulty.	• Guided Reading in Session 5.
8 To read and write own name (and explore other words related to the spelling of own name.)	• all sessions: initial letter, Sessions 1 and 2; whole name, Sessions 1–4.
Sentence	
1 To expect written text to make sense and to check for sense if it does not.	• re-making and reading cut-up sentence in Session 3 (and Take Away).
4 To use a capital letter for the start of own name.	• all sessions.
Text Reading	
1d Through Shared Reading, to track the text in the right order, page by page, left to right, top to bottom – pointing while reading / telling a story, and making one-to-one correspondences between written and spoken words.	• Shared Reading, Session 1; re-reading sentence, Session 3; Guided Reading, Session 5.
2 To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.	• Guided Reading, Session 5.
Text Writing	
11e Through Shared Writing, to understand how letters are formed and used to spell words.	• spelling *my* and *is*, Session 4.
13 To think about and discuss what they intend to write, ahead of writing it.	• writing label for photo, Session 4.
12 Through Guided Writing and independent writing, to write their own names.	• practising writing names, Session 2 (and Take Away); using in sentence, Session 4.
Speaking and Listening • Listen for initial sounds in words.	• Phonics Five, all sessions.

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Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- ask the children to show you where to start reading, and where to go next when you get to the end of a line. Use a pointer while you are reading;
- ask the children to show you a word, e.g. by drawing a line around it with their finger. Do they know the difference between a letter and a word?
- talk about names, e.g. in stories, on labels around the room. What sort of letter is used at the beginning of a name? Can the children find 'their' capital letter in the book that you are reading?

Shared Writing

- give 'thinking time' before writing, and plan 'talk for writing'. Demonstrate the importance of knowing what you want to say before you start to write;
- use the term *sentence*;
- involve the children in re-reading the sentence that you have written together, checking that it makes sense;

High frequency words

- draw attention to these words when doing Shared and Guided Reading or Writing: *is, my*;
- involve the children from the group in recognising the words in texts, and in 'having a go' at writing;

Word level

- involve the group in hearing and saying initial phonemes, particularly *s*, *m* and *t*.
- include words beginning with these phonemes in the whole-class word level work this week, if possible;

Plenary

- plan an opportunity, towards the end of the week, for the group to sing the Name Song to the class. They could choose names for other children in the class;

Guided Reading

- as well as doing your own guided session with the group, please select an appropriate text for the group to use on Friday. The text needs to be from the appropriate Book Band for the group (probably Bands 1–2) and to include the high frequency words *my* and *is*.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Singing the Name Song; re-reading their own sentence, *My name is …* .
Tuesday:	Writing Flap Cards – writing own names.
Wednesday:	Re-making and reading the sentence *My name is …* .
Thursday:	Reading the sentence they have written.
Friday:	(to take home) Guided Reading book, and picture frame with label.

WEEK 1 SESSION 1

Summary: Monday

Aims/Objectives	*Activities*
Oral Opener	(This is the first session, but the children should have met previously during the 'Getting to know you' sessions.) In this session the children will learn: ● how to read their names.
Phonics Five ● Hear and say the initial phoneme in their own names.	**Sing the Name Song** ● Sit in a circle on the carpet. Teach the children the song to the tune of 'Hot Cross Buns', using your own name and the puppet's name as examples. *M-M-M* *M-M-M* *Whose name starts with M-M-M?* ● Help the children to hear the initial phoneme in your own name or the puppet's name, and then sing the reply. *Mary's name starts with M-M-M.* ● Repeat the song, using the initial phonemes for each of the children's names. Encourage them to join in as they learn the song, and to help guess which name it is each time.
Text Ten ● Track the text in the right order, left to right and top to bottom. ● Recognise and read own name.	**Shared Reading** ● Give out photos or pictures of each child. Practise saying together the sentence *My name is* … . ● Read enlarged text together (set of completed *My name is* … sentences for each member of the group). Talk about where to start reading, and where to go next at the end of a line. Point to each word as you read. Encourage the children to join in. ● Re-read the sentences, stopping at each child's name. They bring their photos / pictures up to stick next to their own sentence. ● The children help you to check that each picture is in the right place.
Fast Finisher	● Sing the Name Song again. ● Read each child's sentence on a card, encouraging finger pointing to each word.
Take Away	● Sing the Name Song to someone else. ● Read the sentence on your card.

Resources

Photos / pictures of each child in the group.
Enlarged *My name is* … sentences completed for each child in the group, as well as Pip and yourself.
Smaller card with sentence *My name is* … completed for each child.

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Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - how to read their names. In this session the children will learn: - how to use a capital letter at the beginning of their names.
Phonics five - Hear and say phonemes in the initial position and match phonemes with letters at the beginning of own name.	**Name cards and Name Song** - Give out the name cards. Identify the initial letter at the beginning of each name. - Give out the second set of name cards. Help the children identify that the initial letter is missing. - Sing the Name Song, holding up an initial letter each time. The children check their own name cards and claim the letters. Repeat until all the cards are complete.
Text Ten - Identify the capital letter at the beginning of their name. - Use a capital letter for the start of their own name. - Read and write own name.	**Write own names** - Show the children how to identify the capital letter at the beginning of their name. - Practise writing own names on whiteboards. Make sure that the children use a capital letter at the beginning of their name and that they form the letters correctly. Demonstrate letter formation if necessary. - Each child shows and reads their name to the group. They identify the capital letter and say the letter name.
Fast Finisher	**Writing Flap Cards** - Introduce Writing Flap Cards and remind the children how to use them. Give time for the children to practise writing and checking the capital letter from their own names.
Take Away	- The children will take away Writing Flap Cards and practise writing their own first names and surnames.

Resources

Two sets of name cards, one with each initial letter cut off.
Individual whiteboards and pens.
Writing Flap Cards for each child, with capital letter, name and surname written under flap.

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WEEK 1 SESSION 3

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to use a capital letter at the beginning of their names. In this session the children will learn: • how to check the first letters in words so that they can put them in order to re-make a sentence.
Phonics Five • Hear and say phonemes in initial position: *s, m, t.*	**Play Croaker using Pip** • The children listen carefully as Pip says the name of objects that are taken out of the bag. • Each time, Pip gets it wrong by using a different initial phoneme. • The children repeat the word to help Pip by giving the correct initial phoneme. • Eventually Pip gets each word right.
Text Ten • Understand that words in a sentence have a specific order. • Identify and read individual words: *my, name, is.*	**Sentence level work** • Re-read the sentence from Monday about Pip. • Cut up another copy of the sentence into separate words, talking to the children about where to make each cut. • Give out the words to four of the children, with the other two helping to check. The children re-make the sentence, starting with the first word. Prompt the children to identify the initial phoneme in each word. Read the sentence to check it makes sense. • Muddle words and redistribute, until each child has carried out part of the task. • Give each child an envelope with the words from their own sentence cut up. Ask them to sort out the words. Encourage them to say each word slowly, checking the initial phonemes with the first letters. Re-read and make a visual check. • With the puppet, call out words in a wrong order. The children have to point to the words Pip is saying. Praise correct attempts; help correct any errors.
Fast Finisher	**Letter formation: s** • Demonstrate letter formation of *s* on a whiteboard. The children then write independently. Check for correct formation as they are writing.
Take Away	• Envelopes with cut-up sentences. Practise making the sentence and then re-reading it.

Resources

Objects / pictures: sock, star, mouse, mug, map, two (magnetic number), teddy, tin; a bag to put these in.
Two copies of enlarged sentence *My name is Pip.*
Sentence cards used on Monday with *My name is ....*
Individual copies of sentences for each child (*My name is ...*), cut up, in envelope.
Sentence boards.
Individual whiteboards and pens.

WEEK 1 SESSION 4

Summary: Thursday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to check the first letters in words so that they can put them in order to re-make a sentence. In this session the children will learn: • how to identify the phonemes *s*, *m* and *t* and how to write *my* and *is*.
Phonics Five • Identify phonemes in initial position and match with letters *s, m, t*.	**Play 'Please tidy my things'** • The children sit in a circle around three boxes labelled *s*, *m* and *t*, and pile of objects. Point to the labels and help the children to articulate the phoneme that each letter represents. • Each child chooses two objects. They say the name of the object. The group repeats and identifies the initial phoneme. • The child decides which box it should go in. Check with the group. Repeat this for all the objects.
Text Ten • Learn to write the words *is* and *my*. • Understand that letters in words have a specific order. • Read and write individual words: *is* and *my*.	**Learn high frequency words and label pictures** • Each child has magnetic letters *i*, *s*, *m*, *y* and phoneme frame. • Say the word *is*, emphasising listening to the initial phoneme, choosing which magnetic letter to use and placing this in the first box on the phoneme frame. • Repeat, listening for the final sound, and then read the whole word. • Repeat for *my*, explaining that *y* can be used to represent the long *i* phoneme. • Give out photo frame sheets, and copies of photos / pictures from Monday. • The children each have a go at writing a label for their own picture, *My name is* … . They will need support for *name*, but should be able to attempt the other words independently, based on the week's work.
Fast Finisher	**Read and share labelled pictures** • The children read out what they have written and then show picture to the group. • Pictures are muddled up, and each child tries reading another child's sentence.
Take Away	**Picture frame with label** • Ask the children to show their picture to somebody else and to read the caption.

Resources

Objects / pictures: sock, scissors, star, sweets, mouse, mug, map, monkey, two (magnetic number), teddy, toothbrush, tin.
Three boxes, labelled *s*, *m* and *t*.
Magnetic letters in bags for each child: *i, s, m, y*.
Two-box phoneme frames for each child (in trolley).
Sheet for each child with 'picture frame' to insert photo and space for caption (PCM, p.193).

WEEK 1 SESSION 5

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - how to identify the phonemes *s*, *m* and *t* and how to write *my* and *is*. In this session the children will learn: - how to match phonemes and letters, and to use all the things they have learned this week to help them read a book.
Phonics Five - Identify letters *s*, *m*, *t*, and match to the initial phonemes of selected objects.	**Sing the Name Song** - The children sit in a circle around a set of objects (as for 'Please Tidy My Things'). Each child has a letter card, either *s*, *m* or *t*. - They take it in turns to select an object that begins with that letter. - Teach the children a new version of the Name Song to use with the objects, e.g: *S-S-S* *S-S-S* *The puppet's sock starts with S-S-S.* - The children take it in turns to sing the song to the puppet for the object that they are holding.
Text Ten - Read text at an appropriate level (pink / red band). - Use one to one correspondence; locate familiar words and use them to check their reading.	**Guided Reading** - Select a book from pink or red band, depending on the children's reading level. Look for a book which repeats the words *is* and *my* if possible. - ***Book introduction:*** Look at the cover and title. Talk about what the children expect the book to be about. 'Walk through' the book. Can the children find any words they know? Look for *is* and *my*. - ***Strategy check:*** Remind the children to point to each word as they are reading, to use the words they know (*is*, *my*) and to look at the pictures to give more information. - ***Independent reading:*** Each child has a go at reading independently, while you listen and offer support. - ***Return to text:*** Praise the children for their problem-solving, taking examples from the group.
Fast Finisher	**Review of the week** - Ask the children about the things that they have done and learned this week (e.g. using capital letters for their name, how to read *My name is* ... and spell *is* and *my*, how to hear, identify and read phonemes *s*, *m*, *t* in the initial position).
Take Away	- The children take the copy of the Guided Reading book home with them, to read to somebody else over the weekend.

Resources

Letter cards *s*, *m*, *t* (two sets of each).
Objects / pictures (as Thursday): sock, scissors, star, sweets, mouse, mug, map, monkey, two (magnetic number), teddy, toothbrush, tin.
Guided Reading texts selected by the class teacher (Bands 1–2 including repeated words *is* and *my* if possible).

Week 2

WEEK 2 SESSIONS 6–10

Overview of objectives

Text focus:	Personal recount
Example texts:	*It's the Weekend* by Jenny Lachlan, Rigby Red Giant *This Week*, All Aboard, Ginn
Outcome:	'Surprise' lift-the-flap sentence strip
High frequency words:	*I, went, to, the (and)*

Objective (*NLS Framework for teaching*, YR objectives)	Taught through
Word ***PiP* Step 2**	
2 To hear and say phonemes *s, m, t, k, g, h* in initial position (plus initial phonemes in children's names). **3** To know phoneme–grapheme correspondences: *s, m, t, c, g, h*. (Note: the phoneme *c* is pronounced in these sessions with the hard sound as in *k*.)	• reviewing *s, m, t* in Session 6. • hearing and saying, identifying and reading *c, g, h* in Sessions 7–9; distinguishing between phonemes *s, g, c, h* in Session 10.
6 To read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1. **7** To read on sight the words from texts of appropriate difficulty. **5** To read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books.	• reading and writing *I went to the* ... in all sessions. • learning to spell *went* and *the*; using *went* and *the* in independent writing in Sessions 9 and 10.
Sentence **1** To expect written text to make sense and to check for sense if it does not. **3** To know that words are ordered left to right and need to be read that way to make sense.	• being demonstrated in Shared Reading, Session 6; being practised in Sessions 8 and 9. • being reinforced in Shared Reading, Session 6; being demonstrated in Shared Writing, Session 7.
Text Reading **1d** Through Shared Reading, to track the text in the right order, page by page, left to right, top to bottom–pointing while reading / telling a story, and making one-to-one correspondences between written and spoken words.	• Shared Reading, Session 6.
2 To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.	• being demonstrated in Shared Reading, Session 6.

Overview of objectives *(continued)*

Objective (*NLS Framework for teaching*, YR objectives)		Taught through
Text Writing		
11e, 11f	Through Shared Writing, to understand how letters are formed and used to spell words; to apply knowledge of letter–sound correspondences in helping the teacher to scribe, and re-reading what the class has written.	• being demonstrated in Shared Writing, Session 7, and applied in Guided Writing, Session 10.
12	Through Guided Writing and independent writing, to write labels or captions for pictures and drawings; to write sentences to match pictures or sequences of pictures.	• Guided Writing, Session 10.
13	To think about and discuss what they intend to write, ahead of writing it.	
14	To use experience of simple recounts as a basis for independent writing, e.g. substitution, extension, and through shared composition with adults.	
15	To use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experience.	
Speaking and Listening • Use talk to recall past, personal experiences in order of event. • Reinforce sequential vocabulary. • Elaborate on own contributions.		• Fast Finisher and Take Away, Session 6; being reinforced in Session 10 before independent writing.

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WEEK 2 SESSIONS 6–10

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- involve the children in pointing to the words as you read to emphasise one-to-one correspondence;
- deliberately read the words in a particular sentence in the wrong order. Involve the children in spotting what is wrong and helping to read them correctly;
- demonstrate the difference between reading word by word in a stilted way, and reading more fluently. Talk about which sounds better and why;

Shared Writing

- give 'thinking time' before writing. Demonstrate the importance of knowing what you want to say before you start to write;
- use the term *sentence*;
- ask the children where to start writing on the page. Emphasise leaving gaps between words;
- involve the children in re-reading the sentence that you have written together, checking that it makes sense;

High frequency words

- draw attention to these words when doing Shared and Guided Reading or Writing: *I, went, to, the*. The children have been learning them as quick-fire words to build up their sight vocabulary;
- involve the children from the group in recognising the words in texts, and in 'having a go' at writing;

Word level

- involve the group in hearing and saying initial phonemes, particularly *c, g* and *h*.
- include words beginning with these phonemes in the whole-class word level work this week, if possible;

Plenary

- plan an opportunity for the group to do the 'Clap Rap' with the class;

Guided Reading

- there is no additional Guided Reading session for the group this week – try to select a simple recount for Guided Reading when you work with the group.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Ordering pictures and talking about Pip's weekend.
Tuesday:	Sorting pictures by initial phoneme *c* or *h*.
Wednesday:	Re-making cut-up sentence *I went to the park*.
Thursday:	Writing Flap Cards – *went, the*.
Friday:	(to take home) lift the flap sentence strips.

Summary: Monday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to match phonemes and letters, and to use all the things learned during the week to help read a book. In this session the children will learn: • how to hear, say and write phonemes and letter names *s*, *m*, *t*, and how to read one word for every word they point to.
Phonics Five • Reinforce letter names and sounds for *s*, *m*, *t*. • Hear and say, read and write phonemes in initial position.	**Teach the game Clap Rap** • Use the letters *s*, *m* and *t* learned last week. • The children sit on the carpet while Pip teaches each line. They join in with appropriate actions. *Clap, clap, turn around. Show me a letter and I'll tell you the sound.* *Clap, clap, play the game. Show me a letter and I'll tell you its name.* *Clap, clap, think and frown. Tell me a letter and I'll write it down.* • Repeat with different letters each time, so that each child has been involved.
Text Ten • Match spoken word to printed word (one-to-one correspondence). • Use a variety of cues when reading. • Expect written text to make sense and check when it does not. • Recall past experiences and re-tell in order of event.	**Shared Reading: big book related to the children's own experience** • Before reading, talk to the children about their own experiences and their expectations of what the characters in the text will do. • Ask the children to show you where to start reading. Point to each word as you read the text. • Get 'stuck' on one page by reading words in the wrong order so that sense is lost. Demonstrate returning to the beginning of the sentence to re-read, and using the initial sound in the word. Cross-check with the picture. Re-read the whole sentence to check it makes sense. • After reading, talk with the children about their own experience, e.g. weekend activities. Encourage each child to recount ideas and help to put them into sequence.
Fast Finisher	**Speaking and Listening** • Use pictures to stimulate talk about the puppet's visit to the park. Model a recount using sequential language to link ideas. • The children have a go at their own version, one starting and then others taking over the recount.
Take Away	• The children will take away their own copies of the three park pictures. They will make up their own account about what the puppet did at the park and tell someone else.

Resources

Letter cards with *s*, *m*, *t*.
Individual whiteboards and pens.
Enlarged text / big book for Shared Reading, e.g. *It's the Weekend* by Jenny Lachlan, Rigby Red Giant; *This Week*, All Aboard, Ginn. Alternatively, a book made previously in the class about a class event or school visit.
Sets of three pictures for each child: playing football, playing on the swings, eating ice cream (PCM, p. 194).

WEEK 2 SESSION 7

Summary: Tuesday *(Example of full session script included)*

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to hear, say and write phonemes and letter names *s*, *m*, *t*, and how to read one word for every word they pointed to. In this session the children will learn: • to hear and say the phonemes *c* and *h*, and how to use sounds and letters they know when they are writing words.
Phonics Five • Hear and say the phonemes *c* and *h* in the initial position.	**Play Croaker using Pip** • The children listen carefully as the puppet says the name of objects that are taken out of the bag. • Each time the puppet makes mistakes and muddles up the initial phonemes. • The children repeat the word to help Pip by giving the correct initial phoneme. • Eventually Pip gets each word right.
Text Ten • Use personal experience as a starting point for writing. • Think about what you want to say before writing. • Use letter-sound correspondences to help adult spell the words.	**Shared Writing** • Talk with the children about what they do at the park, and what Pip might have done. Introduce the sentence you are going to write and say it together: *I went to the park.* • Start writing the sentence, asking the children questions about how to write particular words. Encourage them to say the word, identify the initial or final phoneme and then use their alphabet strips to identify letters. • Keep re-reading what you have written, with the children, and orally rehearsing the whole sentence, to decide what you will need to write next. • Read the whole sentence together to Pip when it is finished.
Fast Finisher	**Letter formation: c** • Demonstrate letter formation of *c* on a whiteboard. The children then write independently. Check for correct formation as they write.
Take Away	• The children each have a set of pictures (objects beginning with *c* or *h*). They need to decide which phoneme they begin with and sort them into two sets.

Resources

Bag with objects / pictures: cat, card, cup, car, hat, hand, horse, hammer.
Alphabet strips.
Individual whiteboards and pens.
Picture sets for each child: cat, card, cup, car, hat, hand, horse, hammer.

WEEK 2 SESSION 7

Tuesday Example of session script

Teaching points	Activities / Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We remembered how to hear, say and write phonemes and letter names 's', 'm', 't', and how to read one word for every word we pointed to.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning:* • *to hear and say the phonemes 'c' and 'h';* • *how to use sounds and letters we know when we are writing words.*
Phonics Five • Hear and say the phonemes *c* and *h* in the initial position.	**Play Croaker using Pip** *Pip has got some things here in a bag. We are going to take it in turns to take out an object and show it to Pip. He will have a go at saying the name of the object. But listen very carefully in case he makes any mistakes, because sometimes he gets in a bit of a muddle.* Child takes first picture / object out of the bag – a cat. Pip says *bat*. *Let's help Pip. Say the word together … 'cat'. Listen carefully Pip!* Pip gets it wrong again. *Let's try again … 'cat'.* Pip gets it right this time. *Well done Pip, you got it right!* Repeat for: cat (*bat*), card (*hard*), cup (*sup*), car (*bar*), hat (*mat*), hand (*band*), horse (*course*), hammer (*stammer*). (Pip's words are in brackets.)
Text Ten • Use personal experience as a starting point for writing. Model sequential vocabulary, e.g. *first, then, next, after that …* • Use 'talk for writing': thinking aloud about what you want to say before writing.	**Shared Writing** *Do you remember what Pip did at the weekend? He went to the park and what did he do?* Encourage the children to use ideas from yesterday's talk activity and Take Away. *What do you like to do when you go to the park?* Take ideas from the children and help them to organise their ideas into sequence. *We are going to help Pip to write about his weekend. Let's think about a sentence we could write … 'I went to the park'.* Repeat the sentence with the children joining in. *I will need your help while I write this sentence.* *Where shall I start writing?* Point to different places on the whiteboard, and then ask a child to show you where to start. *How do I write a capital 'I'? Find it on your alphabet strip.* Write *I*.
• Use letter–sound correspondences to help adult spell the words.	*What comes next?* Say the sentence again. *I went to the park. 'Went' is a new word, so I must make sure I leave a space. Can you hear the phoneme at the beginning of 'went'. Let's say it together.* Emphasise the initial phoneme. *You were good at helping Pip hear the initial phonemes earlier, can you do it for 'went'?* *Do you know which letter represents that phoneme?* The children can have a go at finding it on their alphabet strip. Write *wen…* on the board as the children watch. *Can anyone hear the final phoneme in 'went'? Let's say it together and listen carefully.* Emphasise the final *t*. Add the *t* to *went*, and re-read what has been written.

WEEK 2 SESSION 7

Tuesday Example of session script *(continued)*

Teaching points	Activities / Teaching prompts or script
• Learn to spell high frequency words: *the, went.*	*'I went …' – what do we need next? 'To'. Can you hear the initial phoneme? Watch as I write the word.* Re-read the sentence so far, and complete it orally. *The next word in our sentence is 'the'. Does anyone know how to spell that word? Sometimes we use two letters to write one phoneme. In 'the' we write 't' and 'h' to represent the phoneme 'th'. Can you say 'th'?* Watch and listen to make sure that the children are forming the sound correctly (tongue between teeth, not a 'v' sound). Write the whole word. Re-read together. *Now the last word in our sentence – 'park'. Say the word to yourself and see if you can find me the initial letter on your alphabet strips.* Write *park* on the board. *Now we've finished our sentence. Let's read it to Pip to see whether he likes it.*
Fast Finisher and Take Away • Letter name and formation for *c*.	**Quick activity: handwriting** *Can you remember the initial sounds that Pip had trouble with?* Show the children the cat. *Pip called this a bat. Which phoneme should he have said at the beginning?* The children watch as you write letter *c* on the board. Talk about what you are doing. *Now you can have a go at writing the letter 'c' on your whiteboards.* Watch as the children do this, and correct any mistakes.
• Sort pictures by initial sound.	**TA:** *What did we learn today?* **Ch:** *We learned to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.* **Ch:** *What will we take away?* **TA:** *Here are some pictures for you. Some of the things begin with 'c' and some with 'h'. You are going to take them away and sort them out.*

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - to hear and say the phonemes *c* and *h*, and how to use sounds and letters they know when they are writing words. In this session the children will learn: - to hear, say and write phonemes and letter names *c, g* and *h*, and to read words in a sentence.
Phonics Five - Hear and say, read and write the phonemes and letters *c, g,* and *h*.	**Play Clap Rap** - Use the letters *c, g,* and *h*. - The children sit on the carpet while you teach each line. They join in with appropriate actions. *Clap, clap, turn around. Show me a letter and I'll tell you the sound.* *Clap, clap, play the game. Show me a letter and I'll tell you its name.* *Clap, clap, think and frown. Tell me a letter and I'll write it down.* - Repeat with different letters each time, so that each child has been involved.
Text Ten - Read on sight *I went to the park.* - Understand that words in a sentence have to make sense.	**Sentence level work** - Re-read the sentence from yesterday. Ask the children to keep it in their heads, and then cover up the sentence on the board. - Give out words from the cut-up sentence – one each, with the sixth child having the full stop. - The children make themselves into a 'human sentence'. Help the sixth child to read the sentence, decide whether everybody is in the right place, and then add the full stop. - Uncover the sentence on the board, and check with the children that the two sentences are the same. Re-cover the sentence, reminding the children to keep it in their heads. - Give each child an envelope containing the cut-up sentence and a sentence board to place it on. The children try to re-make the sentence, re-reading to be sure it makes sense.
Fast Finisher	**Re-read sentences** - Read the *I went to the park* sentence in a stilted way, word by word. Read again in a more fluent way. Ask the children about which sounded better. Give time for them to practise reading their sentences in the same way.
Take Away	- The children will take away their envelopes with cut-up sentences, and sentence cards. They will practise re-making the sentence and reading it fluently.

Resources

Cards with letters *c, g, h*.
Sentence cards.
Envelopes with cut-up sentence for each child: *I went to the park.*
Six sentence boards.

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WEEK 2 SESSION 9

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • to hear, say and write phonemes and letter names *c*, *g* and *h*, and to read words in a sentence. In this session the children will learn: • how to identify the phonemes *c*, *g* and *h*, and to spell the words *went* and *the*.
Phonics Five • Identify the phonemes *c*, *g* and *h* at the beginning of words. • Distinguish one phoneme from another.	**Play Which Of Three?** • Give each child a fan (or three letter cards) with the letters *c*, *g* and *h*. • Say a word as the children listen carefully to the initial phoneme. When they have identified it, they look at their fans / cards and choose which letter to show. • Check that each child has shown the correct letter. If they are having problems, ask the group to help them to listen and identify the phoneme. • Repeat for a selection of words beginning with *c*, *g* and *h*.
Text Ten • Understand that words in a sentence have to make sense. • Read and spell the high frequency words *went* and *the*. • Learn *went* and *the* using Look, Cover, Write, Check.	**High frequency words and handwriting** • Look at a version of yesterday's sentence with muddled words: *I the to went park.* Ask the children what is wrong with it, and ask one child to find the word *went* so that it can be moved to the right place. Re-read together. • Introduce the idea that you are going to learn how to spell *went* and *the*. • Start by learning *went* using Look, Cover, Write, Check. The children practise writing the word three times on their whiteboards. • Repeat the process with *the*. • Support the children by helping them to look carefully at the part of the word that they have trouble with, if they are making mistakes.
Fast Finisher	**Writing Flap Cards** • Give each child a Writing Flap Card with their own name, *went* and *the* already written on. Remind the children how to use the cards, and have a quick practice using their own names. Then check for accuracy.
Take Away	• The children each have a Writing Flap Card to take away. They will practise writing and spelling *went* and *the*.

Resources

Letter cards or fans with *c*, *g*, *h*.
Pip's sentence card with words from the sentence muddled up.
Individual whiteboards and pens.
Writing Flap Cards with each child's own name and the words *went* and *the* written on them.

WEEK 2 SESSION 10

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: ● how to identify the phonemes *c*, *g* and *h* and to spell the words *went* and *the*. In this session the children will learn: ● how to match phonemes with letters, and how to write a sentence about something they have done.
Phonics Five ● Identify phonemes in initial position. ● Recognise and read *s*, *c*, *g*, *h* and match the phoneme with the correct letter.	**Play Please Tidy My Things** ● The children sit in a circle around four boxes labelled *s*, *c*, *g* and *h*, and a pile of objects. ● Each child chooses two objects. They take it in turns to say the name of an object, identify the initial phoneme, and then put it into the correct box. ● Check with the group that they agree. Repeat this for all the objects. (Do not say the letter names / phonemes on the boxes, let the children think about this themselves.)
Text Ten ○ Think about what to write before writing. ○ Use experience of simple recounts as models for own writing. ● Use known words in independent writing – *went*, *the*.	**Guided Writing: make 'surprise' lift-the-flap sentence strips** ● Show the children a simple 'surprise' sentence strip (strip of paper with the end folded in so that the final word of the sentence can be covered). Read the sentence *I went to the* … . Ask them to guess the final word. Check under the flap. ● Give each child their own 'surprise' sentence strip and talk about what they would like to put at the end of their sentence. Give them time to plan their ideas. ● Support the children as they start to write, talking about the words they know how to spell (*went*, *the*), and reminding them to say the word and identify the initial phoneme. ● Each child has a go at writing their final word under the flap. If necessary, talk about what they have written and write the word for them underneath. In the meantime, others can be drawing the picture to give the 'clue' about the hidden word.
Fast Finisher	**Read the 'surprise' strips and review the week** ● Each child can take a turn to read their sentence while the others guess what is under the flap. ● Talk about things the children have learned this week (e.g. letters / phonemes *c*, *g*, *h*; how to spell *went* and *the*).
Take Away	● The children will each take away their 'surprise' sentence strips and read it to somebody at home or at school.

Resources

Objects / pictures: cat, card, car, hammer, hand, hat, glue, goat, glove, scissors, sock, star.
Four boxes, labelled *s*, *c*, *h* and *g*.
Pip's lift-the-flap sentence strip (already made).
'Surprise' 'lift-the-flap' sentence strips for each child to use.
Alphabet strips.

Week 3

WEEK 3 SESSIONS 11–15

Overview of objectives

Text focus:	Traditional story
Example text:	*Goldilocks and the Three Bears* by Janet Hillman, big book, Kingscourt
Outcome:	Speech bubble for story character
High frequency words:	*this, is, a, big*

Objective (*NLS Framework for teaching*, YR objectives)	***Taught through***
Word ***PiP* Step 3** **6** To read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1. **7** To read on sight the words from texts of appropriate difficulty.	● Phonics Five each day, focusing on hearing and saying the sounds; new phonemes: *d, ch, l / ll.* ● high frequency words *this, is, a,* used for reading and spelling in Sessions 12–15.
Sentence **1** To expect written text to make sense and to check for sense if it does not.	● being modelled in Shared Writing (Session 12); being applied in independent writing (Session 14); and re-reading human sentence (Session 13).
2 To use awareness of the grammar of a sentence to predict words during Shared Reading and when re-reading familiar stories.	● being modelled in Shared Reading (Session 11); being applied in Guided Reading (Session 15).
Text Reading **2** To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.	● being modelled in Shared Reading (Session 11); being applied in Guided Reading (Session 15).
3 To re-read a text to provide context cues to help read unfamiliar words.	● being modelled in Shared Reading (Session 11); being applied in Guided Reading (Session 15).
5 To understand how storybook language works and to use some formal elements when re-telling stories, e.g. *Once there was …, She lived in a little …, he replied …*	● being discussed as part of Shared Reading session (Session 11), *Once upon a time …*
7 To use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.	● homework / independent activity (Sessions 11 and 12).
9 To be aware of story structures, e.g. actions / reactions, consequences, and the ways that stories are built up and concluded.	● prediction (indirectly) in Shared Reading session (Session 11).

(continued on next page)

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Overview of objectives *(continued)*

Objective *(NLS Framework for teaching, YR objectives)*	***Taught through***
Text Writing **11e** To understand how letters are formed and used to spell words. **11f** To apply knowledge of letter-sound correspondences in helping the teacher to scribe, and re-reading what the class has written. **12c** To write labels or captions for pictures and drawings. **12d** To write sentences to match pictures or sequences of pictures. **15** To use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life; e.g. lists, signs, directions, menus, labels, greeting cards, letters, and recounting their own experiences.	• being modelled in Shared Writing (Session 12); handwriting (Session 13); Phonics Five every session. • Shared Writing (Session 12). • being modelled in Shared Writing (Session 12); independent writing (speech bubble, Session 14). • Writing speech bubble (Session 14)
Speaking and Listening • Recollect and tell events from a book (using sequential vocabulary). • Listen to a story and provide some elaboration. • State possible outcomes to a story. • Predict endings / events in a story.	• Take Away activity in Session 11. • Shared Reading in Session 11.

WEEK 3 SESSIONS 11–15

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- work out an unfamiliar word based on the pictures and the context of the sentence;
- re-read sentence with suggested word: *Does it sound right in this sentence?*
- cross-check suggested word by looking at initial letter: *Does the word that you suggested start with this letter?*

Shared Writing

- use talk for writing: give time for mental rehearsal before writing, e.g. *What am I going to write? What do I want to say?* Emphasise thinking about the whole sentence before writing;
- re-read what you have written: *Does this sentence make sense?*

High frequency words

- draw attention to these words when doing Shared Reading and Writing: *this, is, a, big;*
- involve the children in the group in recognising the words in texts, and in 'having a go' at writing;

Word level

- involve the group in hearing and saying the initial and final sounds in words, especially *ch, d, l / ll;*
- include words with these endings in the whole-class word level work this week, if possible;

Guided Reading

- as well as doing your own guided session with the group, please select an appropriate text for the group to use for Guided Reading on Friday. This is likely to be from Book Bands 1–2. Ideally it would be based on the story of Goldilocks or use the repeated words *This is a*...; e.g. *Somebody's been Eating My Porridge!* by G. Budgell and K. Ruttle, Cambridge Reading, Cambridge University Press.

Ideas for independent work: Weekly Take Away pack contents

1. Several books to re-read (Shared / Guided, from previous sessions).
2. Sentence to re-order and write on whiteboard.
3. Picture sound sorting game.
4. Writing Flap Card with new words to learn to spell.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Re-telling 'Goldilocks' using picture book, props or series of pictures from story.
Tuesday:	Writing Flap Cards that rehearse *this, is, a.*
Wednesday:	Re-ordering sentence *This is a big bed.*
Thursday:	Picture sort of words ending in *l* or *d.*
Friday:	Re-reading Guided Reading book.

WEEK 3 SESSION 11

Summary: Monday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to match phonemes with letters, and to write a sentence about something they had done. In this session the children will learn: • how to hear sounds at the beginning and end of words, and to guess a word by hearing what sounds right in a sentence and checking the first letter.
Phonics Five • Hear and say *d* in initial and final position.	**Play Mood Sounds, then Croaker using Pip** • Show flashcard of *d*. The children say the sound in three different ways (happily / angrily / shyly). • Take objects out of a bag. Pip says the names but gets in a muddle. Sometimes he gives the wrong initial sound, sometimes the wrong final sound. • Look at each object with the children and talk about which bit Pip made a mistake with (either initial or final *d* every time).
Text Ten • Introduce the term *traditional story*. • Use context cues and initial sounds, matching with repeated words. • Use the context of the sentence to guess a word.	**Shared Reading: 'Goldilocks and the Three Bears'** • Introduce the idea of a traditional story; talk about the cover, title and illustration. • Point to each word as you are reading to reinforce one-to-one correspondence. Read at a brisk pace, stopping only where there is a teaching point. • Pause at particular points, encouraging the children to use knowledge of context and initial sounds in words in order to attempt the next word. Re-read the whole sentence each time, to check for sense. • Talk about how particular words are recognised, e.g. *bed* (using the picture, the initial sound, remembering the word from the previous page). • Pause at particular points for the children to make predictions about what might happen next, encouraging them to explain their answers. • Encourage the children to join in, particularly with patterned or repeated text.
Fast Finisher	**Quick activity: re-tell the story** • Each child has a turn to re-tell one page of the Goldilocks story for Pip, to help him remember how it goes.
Take Away	• Re-tell the story of Goldilocks using pictures from the story or story props.

Resources

Letter *d* card.
Pictures / objects: dog, dish, disk, bed, bird, wood.
Big book (plus stand and pointer), e.g. *Goldilocks and the Three Bears* by Janet Hillman, Kingscourt.
Line drawings from the story as props for re-telling (PCM, p. 196).
Alternatively, use copies of a book with no text, e.g. *Goldilocks and the Three Bears* by Keith Gaines, Oxford Literacy Web, Starter Stage, Pack A, OUP.

WEEK 3 SESSION 12

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - how to hear the phoneme *d* in a word, and how to use different strategies when stuck on a word. In this session the children will learn: - how to hear the phoneme *ch* in a word, and to use known sounds when writing words in a sentence.
Phonics Five - Hear and say *ch* in initial and final position. - Identify and write phoneme *ch*. Know that two letters can represent one phoneme.	**Play Alien Game using Pip, then Phoneme Frame / Sound Buttons** - Show a set of pictures of things beginning with *ch*. The children listen as Pip says the words. He misses out the initial *ch* and the children help him to say the word correctly. - Show another set of pictures, this time of things ending in *ch*. The children listen and correct as Pip leaves out the final phoneme. - Write the word *chip* into the boxes on a three-box phoneme frame. Segment the phonemes with the children using 'sound buttons'. Talk about the fact that two letters can represent one phoneme.
Text Ten - Think about what to say before you write. - Understand the difference between a sentence and a word. - Segment the phonemes in a word to help with spelling.	**Shared Writing** - Look together at a picture of Goldilocks and three beds. She is pointing to the big bed. Ask the children to decide what she might be saying. Orally rehearse the sentence *This is a big bed.* - Model the writing of each word, talking about how you know where to start writing on the board, and why you are leaving gaps between each word. - Encourage the children to listen and recognise the phonemes they know in words, and to use their alphabet strips to help find letters. - Segment the phonemes in the word *bed*. The children have a go at making the word with magnetic letters on their phoneme frame before you write it. - Re-read the whole sentence together.
Fast Finisher - Learn to spell high frequency words *this, is, a*.	**Quick activity: Writing Flap Cards** - Give out Writing Flap Cards with the words *this, is* and *a* written under flaps. Check that the children can recognise and read the words. - Practise writing *this* using Look, Cover, Write, Check.
Take Away	- Take away Writing Flap Cards and practise spelling *this, is, a*.

Resources

Pictures of: chair, cheese, chip, peach, beach, church.
Three-phoneme frame on board.
Line drawings of Goldilocks and three beds (with Goldilocks pointing to the big bed) – one for each child (PCM, p. 197).
Alphabet strips – shared one between two children.
Magnetic letters (*b, e, d*) and three-phoneme frame – one set for each child.
Writing Flap Cards with *this, is, a* written under flaps.

WEEK 3 SESSION 13

Summary: Wednesday *(Example of full session script included)*

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: ● how to hear the phoneme *ch* in a word, and to use known sounds when writing words in a sentence. In this session the children will learn: ● how to hear the phoneme *l* in a word, and how to order words in a sentence.
Phonics Five ● Discriminate the phoneme *l* in initial and final position.	**Play Throw It In The Hoop** ● The children sit in a circle with a hoop or basket in the centre. Each child has one or two objects. Start by throwing one object into the centre which has the initial phoneme *l*. ● If the children are holding an object starting with the same phoneme, they throw it into the hoop. Look at each object, say the word together, check that it starts with the phoneme *l*. ● Repeat with another object. This time the children think about the final phoneme. They throw their objects in if the final phoneme is the same.
Text Ten ● Understand that words in a sentence have to make sense. ● Model phrased reading of sentence. ● Read on sight *this, is, the, big*.	**Sentence level work** ● Re-read the sentence written together yesterday. ● Cut up another copy of the sentence, giving one word to each child, with the full stop going to the sixth child. ● The children make themselves into a 'human sentence'. The sixth child reads the sentence with Pip, checks that it makes sense and then adds the full stop. ● Re-read the sentence, first in a stilted, word-by-word way, and then fluently. Talk about the difference. ● Each child has a copy of the cut-up sentence and a sentence board. They have a go at rearranging the words to make a sentence, and re-read to themselves.
Fast Finisher	**Quick activity: letter formation** ● Demonstrate correct letter formation for the letter *b*. The children watch and then practise it themselves on their own whiteboards. Check that they form the letter correctly.
Take Away	● Each child takes away an envelope with their own cut-up sentence. They practise putting words into the correct order and re-reading.

Resources

Hoop.
Objects / pictures: lollypop, lemon, lorry, leaf, ball, shell, bell, wheel, letter, doll, peg, sock.
Goldilocks picture with sentence.
Large copy of sentence to cut up.
Envelopes with cut-up sentence, one for each child.
One sentence board, whiteboard and marker for each child.

WEEK 3 SESSION 13

Wednesday Example of session script

Teaching points	***Activities / Teaching prompts or script***
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning:* • *to hear the phoneme 'l' in a word;* • *how to order words in a sentence.*
Phonics Five • Discriminate the phoneme l in initial and final position.	**Play Throw It In The Hoop** The children sit in a circle on the floor. Each child has one or two objects. There is a hoop or basket in the middle. Objects or pictures: lollypop, lemon, lorry, leaf, ball, shell, bell, wheel, letter, doll, and 'red herrings' peg, sock. Throw in the first object (a letter). *If you think that you have something that starts with the same sound, throw it in the hoop.* Look at each object, and check whether it has *l* at the beginning. Repeat with another object. Throw a doll into the hoop. *If you think that you have something with the same sound at the end of the word, throw it in the hoop.* Look at each object and check the final phoneme by saying the word. *Does it sound the same?*
Text Ten	**Sentence level work** Put a copy of the picture that you used yesterday on the flip chart, with the sentence written underneath (*This is a big bed*). *Here is the picture that we saw yesterday. Do you remember that we wrote the words?* Read the sentence together. *Now hold the sentence in your heads, because I am going to cover it up.*
• Understand that words in a sentence have to make sense.	Cut up another copy of the sentence and give one word to each child. Ask the sixth child to work with Pip. Their job is to check that the sentence makes sense. *Can you make yourselves into the sentence?* The children get up and sort themselves out, checking against the sentence on the board. Read out the human sentence with the sixth child. Ask them, *Does it sound right?*
• Model phrased reading of sentence.	Check with the whole group and make changes if needed. *Pip is going to read the sentence that you have made. Listen carefully to the way he reads it.* Read word by word in a stilted way. *Shall we help him to read it more fluently?* Read the whole sentence again, fluently.
• Read on sight *this, is, the, big.*	Give each child an envelope with a copy of the cut-up sentence, and a sentence board. *Sort out the words by putting them into the right order on the sentence board. Read it to yourself to check that it makes sense.* Help each child to put the words into the correct order, encouraging them to check by reading the sentence as a whole.

WEEK **3** SESSION **13**

Wednesday Example of session script *(continued)*

Teaching points	*Activities / Teaching prompts or script*
Fast Finisher and Take Away • Review learning. • Form letters correctly: *b*.	**Quick activity: letter formation: b** *Can you remember this word from our sentence?* Show *big*, and read together. Say the sound 'b'. *How do we write the letter that makes that sound?* The children watch as you write a letter *b* on the board. Each child quickly practises writing *b* on their whiteboard, as you watch. Help the children to correct any mistakes they might be making (e.g. writing *d* instead of *b*). **TA:** *What did we learn today?* **Ch:** *To hear the phoneme 'l' in the initial and final position and make sure words in a sentence make sense.* **Ch:** *What will we take away?* **TA:** *Your envelopes with the words from our sentence, to see whether you can sort them out on your own.*

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WEEK 3 SESSION 14

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to hear the phoneme *l* in a word, and how to order words in a sentence. In this session the children will learn: • how to hear the phonemes *ch* and *d* at the end of a word, and to use the new words to write a sentence.
Phonics Five • Hear the difference between two final phonemes	**Play Which Of Two?** • Each child has cards / fans for *ch* and *d*. Remind the children of the sounds, and the fact that two letters can sometimes represent one phoneme. • Show the three-box phoneme frame and emphasise that they will be listening for the final phoneme. • Read out a set of words. The children listen carefully and decide whether the final phoneme is *ch* or *d*. • If the children are having difficulty, repeat the word and segment the phonemes together.
Text Ten • Think about what you want to write before you start writing. • Learn to spell high frequency words *this, is, a, big*. • Segment words and identify phonemes to help with spelling.	**Write using high frequency words** • Each child has a copy of the picture of Goldilocks pointing to the big bed, with a speech bubble. Talk about what you wrote on Tuesday, and orally rehearse the sentence together: *This is a big bed*. • Talk about each word as they write. Help them to remember *This* and *is* by Look, Cover, Write, Check. Re-read what they have written so far to emphasise keeping the sense of the sentence. • Help the children to segment phonemes in *big* and *bed*, and use alphabet strips to identify letters if needed. • Each child re-reads own sentence and decides where to put the full stop.
Fast Finisher • Read and spell high frequency words: *this, is, a, big*.	**Quick-fire words** • Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back, to practise the movements. • Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. • Practise *this, is, a, big* in this way.
Take Away	• The children each take away a set of quick-fire words to play games, e.g. Matching and Snap.

Resources

Pair of cards with *ch* and *d* written on for each child.
Phoneme frame on whiteboard.
Picture of Goldilocks next to a bed, with speech bubble – one for each child.
Alphabet strips.
Quick-fire words in envelope (pairs of each word): *went, this, is, a, big, the, my* – one set of words for each child.

WEEK 3 SESSION 15

Summary: Friday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to hear the phonemes *ch* and *d* at the end of a word, and to use the new words to write a sentence. In this session the children will learn: • how to sort out the phonemes *ch, d* and *l* at the end of a word, and how to work out words when reading on own.
Phonics Five • Hear the difference between final phonemes *d, l / ll* and *ch.*	**Play Rubbish Or Treasure?** • The children sit in a circle, each with two or three objects or pictures. Pip is in the centre with a 'treasure chest' on one side and a bin on the other. Explain that he is collecting words that end in the final phoneme *l*. • The children take it in turns to say the name of their object. They decide whether to put it in the treasure chest or throw it in the bin. • At the end of the game, look at the objects in the chest and the bin. Decide with the children whether each one is in the right place.
Text Ten • Use context cues (from knowledge of the story, and looking at the pictures); expect writing to make sense. • Point while reading; make one-to-one correspondences between spoken and written words.	**Guided Reading** • The class teacher chooses a text from Book Bands 1 or 2, depending on the children's reading level. Select a text on the theme of Goldilocks, if possible, or including repeated words *this, is* and *a*. • ***Book introduction:*** Look at the front cover and talk about the title. Ask the children questions to help them predict what the book will be about. 'Walk through' the book, preparing the children to read any unfamiliar vocabulary, and looking together at the pictures to predict what is happening. Draw attention to words they know. • ***Strategy check:*** Remind the children to point to each word as they read and use pictures to give information. • ***Independent reading:*** Listen and offer support as each child has a go at reading independently. • ***Return to text:*** Praise the children for their problem-solving, taking examples from the group.
Fast Finisher • Review and apply learning.	**Review of the week** • Ask the children about the things they have done and learned during the week, e.g. identifying phonemes in final position (*ch / d / l*); reading and spelling the words *this, is, a, big, bed;* story of Goldilocks, etc. • Talk about how to apply their learning to reading and writing.
Take Away	• The children take a copy of the Guided Reading book home, to read to somebody else over the weekend. They also take home their speech bubbles. They can colour in the picture.

Resources

Pip's 'treasure chest' and bin.
Picture cards: ball, bell, shell, doll, wheel, peach, church, beach, bird, bed, wood, cloud, red, bread.
Guided Reading books selected by the class teacher from Book Bands 1–2.

Week 4

WEEK 4 *SESSIONS* 16–20

Overview of objectives

Text focus:	Rhymes / patterned text
Example texts:	*Five Little Ducks* (poster included in resource pack)
Outcome:	Innovation on a simple poem (Action Song); first verse of 'Pip's Song' (a version of 'Five Little Ducks')
High frequency words:	*day, away, said* (revising *went*)

Objective (*NLS Framework for teaching*, YR objectives)	***Taught through***
Word ***PiP* Step 3** **1** To hear and say phonemes in final position. **2** To consolidate previously learned phoneme–grapheme correspondences, recognising that some alter in the final position. **3** To know more phoneme–grapheme correspondences. **6** To read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1. **7** To read on sight the words from texts of appropriate difficulty. **4** To link sound and spelling patterns by: • using knowledge of rhyme to identify families of rhyming CVC words, e.g. *hop, top, mop; fat, mat, pat*, etc.; • discriminating 'onsets' from 'rimes' in speech and spelling, e.g. *tip, sip, skip, flip, chip*.	• daily Phonics Five activities. • final phonemes: *ck, n, s* (and *ch, l/ll, d* from last week). • Shared Reading and Writing and Guided Writing, focusing on *day, away, said* and revising *went* (every session this week). • Shared Reading in Session 16; spelling of *day / away* in Session 19.
Sentence **1** To expect written text to make sense and to check for sense if it does not. **2** To use awareness of the grammar of a sentence to predict words during Shared Reading and when re-reading familiar stories.	• being modelled in Shared Writing (Session 17) and sentence reading (Session 18), and applied in Guided Writing (Session 20). • being modelled in Shared Reading (Session 16) and applied in Session 18 and Take Away.
Text Reading **2** To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. **3** To re-read a text to provide context cues to help read unfamiliar words. *(continued on next page)*	

WEEK 4 SESSIONS 16–20

Overview of objectives *(continued)*

Objective *(NLS Framework for teaching, YR objectives)*	***Taught through***
Text Writing **11e** To understand how letters are formed and used to spell words. **11f** To apply knowledge of letter–sound correspondences in helping the teacher to scribe, and re-reading what the class has written. **12e** To experiment with writing and recognise how their own version matches and differs from a conventional version, e.g. through teacher response and transcription. **14** To use experience of poems as a basis for independent writing, e.g substitution, extension, and through shared composition with adults.	• handwriting and Fast Finisher in Session 18 • being modelled in Shared Writing (Session 17), and applied in handwriting practice (Sessions 18 and 19) and Guided Writing (Session 20). • Guided Writing (Session 20). • being modelled throughout the week by writing and singing first verse of 'Pip's Song'.
Speaking and Listening Exploring patterns in words. • Explore patterns of rhyme in letter strings. • Echo rhyme through action songs. • Listen for rhymes; join in with repeated refrains.	• Shared Reading (Session 16) and Shared Writing (Session 17). • being taught throughout week.

WEEK 4 SESSIONS 16–20

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- if possible, include a rhyming text as part of Shared Reading during the week. Listen for rhymes in the text, especially for pairs of rhyming words;
- use rhyme pattern to help when working out unfamiliar words, checking the suggested word: *Does it sound right in this sentence?* Check the initial letter;

Shared Writing

- plan 'talk for writing' to give opportunities for the children to discuss ideas before writing: *What am I going to write? What do I want to say?* Emphasise thinking about the whole sentence before writing;
- emphasise the need to re-read what you have written: *Does this sentence make sense?*
- use 'words we know' as you are writing, involving the children in remembering the spellings. The children are building up a collection of quick-fire words that they can read and spell: *my, is, went, the, this, a, big, day, away, said;*

High frequency words

- draw attention to these words during Shared Reading and Writing: *day, away, said* (revise *went*);
- involve the children in the group in recognising the words in texts and in 'having a go' at writing;
- use selected mnemonics. Session 19 suggests using a mnemonic to remember how to spell *said*. If this is a method you use in class, you may need to advise the teaching assistant on an alternative phrase to use. Reinforce this by using the chosen mnemonic with the whole class;

Word level

- involve the group in hearing and saying the final sound in words, especially *ck, n, s*; involve them in identifying the letter/s used to represent the final phonemes in words;
- if possible, include words with these endings in the whole-class word level work this week;
- give opportunities for the children in the group to play with rhyme and continue a string of words, e.g. *play, day, say, may,* etc;

Plenary

- plan an opportunity at the end of the week for the group to sing their song to the class and teach them the actions;

Guided Reading

- when you are planning your Guided Reading with this group, select a simple rhyming text, e.g. a counting rhyme or action song. Examples (all from Cambridge Reading, published by Cambridge University Press): *One Teddy All Alone* by Rosemary Davidson; *Five Green Monsters* by Julie Partridge; *Fishy Numbers* by Rosemary Davidson.

WEEK 4 SESSIONS 16–20

Notes for the class teacher *(continued)*

Ideas for independent work: new activities in the Take Away pack this week

Monday: Sorting the verses of 'Five Little Ducks' and singing it.
Tuesday: Sorting frame for words ending in *ck* or *n*.
Wednesday: Sorting out the words in the first line of the song.
Thursday: Writing Flap Cards: *day, away, said.*
Friday: Re-reading / singing and illustrating song sheet comprising first verse of 'Pip's Song'.

Progress Check (see p. 41)

By the end of the week, the children will be a third of the way through the programme. There is a Progress Check for you to use during Guided Reading / Writing sessions and to form the basis of a discussion with your teaching assistant. This will provide an opportunity to monitor the progress of individual children and talk through any issues that may have arisen.

WEEK 4 SESSION 16

Summary: Monday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to work out words when reading on their own. In this session the children will learn: • how to hear the phoneme *n* at the end of a word, and to find out about words that rhyme.
Phonics Five • Hear and say *n* (new phoneme), *ch* and *d* (building from last week) in the final position.	**Play Rubbish Or Treasure?** • The children each have two objects. Pip is in the centre with a 'treasure chest' and bin. Pip is collecting things that end in *n*. Practise saying *n*, checking that the children are not confusing it with *m*. • The children take it in turns to say the name of one object and identify the final phoneme. If it ends in *n*, they put it in the treasure chest, otherwise they throw it in the bin. • If the children are having difficulties, say the word together and then segment the phonemes. • Check the contents of the treasure chest and bin.
Text Ten • Echo rhyme through action songs and listen for rhymes. • Use knowledge of rhyme to help when reading an unfamiliar word. • Continue a string of rhyming words.	**Shared Reading: counting / action songs** • Sing or say a couple of counting songs that the children know. Ask them whether they can remember any words that rhymed. • Show a written version of 'Five Little Ducks', with illustrations. Use the picture to help identify which song it is. • Talk about where to start reading, and sing the first verse, pointing to each word. Identify rhyming words *day* and *away*. Think of other words that would rhyme, and try substituting them into the song. • Cover up the word *back* in the second verse. Identify the rhyming word and think of alternatives. • Sing the rest of the song, pointing out the rhyming words.
Fast Finisher • Use pictures to help read text.	**Quick activity: order the verses of the song** • Give out verses on separate cards. The children look at illustrations to help put the verses in the correct order. • Sing the song through together.
Take Away	• Each child has a copy of the song. Practise putting verses in the correct order and singing the song all through, with the actions, to somebody else.

Resources

Pip's 'treasure chest' and bin.
Pictures / objects: ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
'Five Little Ducks' – or action song, with illustrations, each verse on a separate A4 card (PCM, pages 198–202).
Repositionable notes (for covering words).
Small version of song for each child (PCM, pages 203–204).

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WEEK 4 SESSION 17

Summary: Tuesday

Aims/Objectives	***Activities***
Oral Opener	In the previous session the children learned: - how to hear the phoneme *n* at the end of a word, and to find out about words that rhyme. In this session the children will learn: - how to recognise the phoneme *ck* at the end of a word, and how to make up their own song.
Phonics Five - Introduce the final phoneme *ck*. - Recognise and read phonemes; practise phoneme–grapheme correspondences: *ck / n, ch / d, l / s*.	**Play Phoneme Frame / Sound Buttons, then Noisy Letters** - Say the word *back*, segment the phonemes, and write into a three-box phoneme frame. Draw sound buttons underneath and say each phoneme. Remind the children that sometimes two letters represent one phoneme. - Give out a set of cards, three of *ck* and three of *n*. The children say the phoneme on their card and find the others in the group with the same phoneme. The group then thinks of a word ending with that phoneme. - Repeat for *ch /d* and *l / s*.
Text Ten - Use children's experience of poems as a basis for shared composition. - Identify the initial phoneme and segment phonemes for spelling. - Remember how to spell *went* and introduce the spelling of *day*.	**Shared Writing: verse for a new song** - Talk about using the idea from the song sung yesterday, but changing it to be about Pip. The children share their ideas. - Orally rehearse: *Five little Pips went hopping one day.* - Model the writing of the first line, talking through each word. Help the children to identify the initial phoneme and decide which letter to write at the beginning of the words. - Remind the children that they already know *went*, and encourage them to spell the word themselves. - Focus on the words *little, one* and *day*. - Uncover the rest of the verse, already written, but with gaps for *Mummy Pip said …* . Talk about words that rhyme with *back*, and choose one of these words, e.g. *snack*. - Sing the whole new verse together.
Fast Finisher - Read and spell high frequency words: *day, away, said, went.*	**Quick-fire word activities** - Practise reading and writing four more words: read the word from the card; remember and write it in the air with your finger; write it on a whiteboard; check with the original word.
Take Away	- Set of quick-fire words in envelope to play Pairs, Snap, etc.

Resources

Phoneme frame on flip chart / whiteboard.
Cards with letters (three of each) *ck, n, ch / d, l / s*.
Shared Writing materials.
Words of lines 2–4 of new version of song written out on whiteboard / flip chart, covered up at start of session.
Cards with quick-fire words: *day, away, said, went.*
Individual whiteboards and pens.
Sets of quick-fire words on cards (two of each word) in envelopes, one for every child: *went, this, is, a, big, the, my, day, away, said.* (PCM, pages 189–192)

WEEK 4 SESSION 18

Summary: Wednesday

Aims/Objectives	***Activities***
Oral Opener	In the previous session the children learned: • how to recognise the phoneme *ck* at the end of a word, and how to make up their own song. In this session the children will learn: • how to identify phonemes at the ends of words, and to read new words in their song.
Phonics Five • Identify the phonemes *n, ck* (new phonemes), *d* and *ch* in the final position.	**Play Jump To The Edge (NSEW game from *Progression in Phonics*)** • Four cards are placed on the edges of the carpet with the phonemes *n, ck, d* and *ch* written on. Check that the children recognise the phonemes. • Each child has a picture or object. They think about the final phoneme in their word. When you call *Jump to the edge!* they decide which way to jump, depending on the final phoneme. • Check that each child has jumped to the correct place. Repeat with one or two more pictures / objects for each child.
Text Ten • Expect written text to make sense. • Recognise significant features of words – e.g. initial or final letters, rhyming strings – to help read high frequency words on sight. • Re-read text to provide context cues to help read familiar words.	**Sentence level work** • Re-read the first verse of the new song written yesterday, but with the first line muddled up (*hopping one little day Pips went Five*). • Talk with the children about what the first line should say and identify the first word. Think about the initial phoneme and which letter is used to write that phoneme. Move the word to the correct place. • Rehearse the whole first line again, and identify the second word. Emphasise the need for the words to be in the correct order so as to make sense. • Repeat with each word until the first line is complete. Sing through the first verse of the song together. • Give each child an envelope with the first line of the song cut up, and the rest of the verse on a card. Each child reads the words and tries to put them into the correct order, checking that they make sense.
Fast Finisher • Form letters correctly: *n*.	**Quick activity: letter formation** • Demonstrate how to form *n* correctly. Talk through what you are doing as the children watch. • The children practise writing *n* on individual whiteboards as you support and check.
Take Away	• The children take away envelopes with words from the cut-up first line of the song, and the rest of the song written on a card. They practise putting the words into the correct order and checking that the line makes sense.

Resources

Four cards with letters / digraphs *n, ck, d, ch* written on them.
Pictures / objects: duck, clock, sock, brick, sack, tick, ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
Big version of first verse of 'Pip' song, with first line muddled.
Muddled words with sticky tac on back (*Five / little / Pips / went / hopping / one / day*).
Small version of verse 1 with first line cut up into separate words, in envelope.
Individual whiteboards and pens.

WEEK 4 SESSION 19

Summary: Thursday

Aims/Objectives	***Activities***
Oral Opener	In the previous session the children learned: - how to identify phonemes at the ends of words, and to read new words in their song. In this session the children will learn: - how to recognise phonemes at the ends of words, and to read and spell the words *day, away* and *said*.
Phonics Five - Recognise and read phonemes in the final position; make phoneme–grapheme correspondences: *ck, n, ch, l, d, s.*	**Play Please Tidy My Things** - Each child has a small box marked with a different letter or digraph: *ck, n, ch, l, d, s.* Check that the children know which sound is represented on their boxes. - Pick up an object from a selection in the centre of the table. Say the word. The children listen, identify the final phoneme and then claim it if it is 'theirs'. If the claim is correct, the child chooses the next object. - Repeat until every child has had two or three turns and all the objects are 'tidied'.
Text Ten - Spell high frequency words correctly: *day, away, said.* - Use knowledge of rhyme to spell families of rhyming words.	**High frequency words and handwriting** - Re-read the first verse of the new song. Draw attention to three 'tricky' words that you are going to learn to spell with the group: *day, away, said.* - Each child has a whiteboard and pen to practise writing the words. - Start by learning *day* using Look, Cover, Write, Check, with the children practising independently. - Compare *day* with *away*. Make the two words with magnetic letters and show how *day* can be changed to *way* by changing the initial letter. Practise spelling using Look, Cover, Write, Check. Teach *said* (consider using a mnemonic), and then practise writing as above. - Cover the three words in the main text. Ask individuals to fill in the missing words and check whether they have remembered the spellings.
Fast Finisher - Spell high frequency words correctly: *day, away, said.*	**Quick activity: Writing Flap Cards** - Give out Writing Flap Cards with the words *day, away* and *said* written under the flaps. - Check that the children can read each word on sight, and practise using the Writing Flap Card to spell *said*.
Take Away	- The children each take away their Writing Flap Cards and use them to practise spelling the three words.

Resources

Six small boxes with *ch / ck / n / ll / d / s* stuck onto them.
Set of pictures / objects: duck, clock, sock, brick, ten, pin, man, sun, pen, peach, beach, church, bird, bread, cloud, mouse, bus, sweets, house, ball, shell, bell, doll.
Large version of new first verse for song.
Repositionable notes for covering words.
Magnetic letters: selection including *d / a / y / w.*
Individual whiteboards and pens.
Writing Flap Cards for each child with *day, away* and *said* written under the flaps.

WEEK 4 SESSION 20

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to recognise phonemes at the ends of words, and to read and write the words *day, away* and *said*. In this session the children will learn: • how to write phonemes at the ends of words, and to use known words when 'having a go' at writing.
Phonics Five • Identify and write phonemes in the final position: *n, s, d, ll, ch, ck*.	**Play Finish It** • Six words are written on the whiteboard / flipchart (with magnetic letters), each with the final phoneme missing: *sun, sock, bus, had, ball, rich*. • Each child is given the letter needed to complete one of the words. • Point to the beginning of the first word. Read what the word should be. Help the children to hear the final phoneme and identify who has the correct letter/s. • Continue with the other words and read them together. • The game could be repeated with six more words: *pen, duck, his, and, bell, much*.
Text Ten • Use children's experience of poems as a basis for individual writing. • Apply knowledge of letter-sound correspondences when spelling words. • Remember the spelling of high frequency words: *went, day*.	**Guided Writing** • Sing through the first verse of the song together. The children each have a song sheet with space to write the first line, and the rest of the verse typed in. Talk with them about writing in their own first line for the 'Pip' song. • Support each child as they 'have a go' at writing *Five little Pips went hopping one day*. • Help the children to say each word to themselves and to identify the dominant sounds, using the alphabet strip if they need to. • Prompt them to remember the spellings of *went* and *day*. • Praise their attempts, drawing attention to the letters that they have used correctly. • Each child reads back what they have written. *Do you think that it makes sense?* Encourage them to make changes if necessary. • Sing through the verse together, with each child pointing to the words on their own sheet.
Fast Finisher • Review and apply learning.	**Review of the week** • Talk about things that they have done and learned during the week. • Explain how phonics learning can be applied to reading and writing.
Take Away	• The children take away their completed song sheet. They could draw a picture of the Pips hopping over the hills, and sing the song to somebody at home.

Resources

Magnetic letters and board.
Unfinished words: *sun, sock, bus, had, ball, rich, pen, duck, his, and, bell, much*.
Song sheets for each child, with space to write first line, and rest of verse written on already.
Alphabet strips and writing materials.

END OF WEEK 4

Progress Check 1

	COMMENTS
Word level: Phonic and letter knowledge ● Say words that rhyme with a given word. ● Hear and say phonemes in initial position (s, m, t, c, h, g, l, ch, d). ● Hear and say phonemes at the ends of words (ck, ch, l, n, s, d). ● Know the difference between a letter and a word. ○ Find the first or last letter of a word. **Word level: Word knowledge and sight vocabulary** ○ Read and write the words is, my, this, a, big, day, away, said, I, went, to, the. ***In Guided Reading:*** ● Check the first letter of a word. ● Check the first letter of the word and the picture when stuck. ***In Guided Writing:*** ● Apply phonic knowledge to attempt spelling. ○ Apply knowledge of sight vocabulary when spelling.	
Sentence level ● Put a cut-up sentence together and re-read it. ***In Guided Writing:*** ● Know where to start writing. ● Leave spaces between words when writing. ● Say a simple sentence ahead of writing. ● Write a simple sentence. ○ Re-read sentence for sense. ***In Guided Reading:*** ● Go back to the beginning of a sentence and re-run if stuck on a word.	
Text level ● Recount own experience. ***In Guided Reading*** ● Use knowledge of context to attempt a tricky word. ***In Guided Writing*** ○ Write sentences to match pictures.	

Week 5

WEEK 5 SESSIONS 21–25

Overview of objectives

Text focus:	Innovation on a patterned language text
Example text:	*Polar Bear, Polar Bear, What do you Hear?* by Eric Carle
Outcome:	Innovation on a patterned language text: Question and Answer card
High frequency words:	*what, you, my*

Objective (*NLS Framework for teaching*, Y1 term 1 objectives)	*Taught through*
Word ***PiP* Step 4**	
1 To hear and say phonemes *a, e, i, o, u* in medial position. **3** To segment to spell CVC words. **4** To blend to read CVC words.	• Daily Phonics Five sessions
Y1 term 1: 7, 9,11	
7 For Guided Reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups.	• Session 25, Guided Reading.
9 To read on sight approximately 30 high frequency words identified from Appendix List 1. **11** To spell common irregular words from Appendix List 1.	• Session 22; sentence writing and reading in Session 23 (focusing on *what, you, my*); writing using these words in Session 24 and Take Away.
Sentence **Y1 term 1: 1, 4**	
1 To expect written text to make sense and to check for sense if it does not.	• Session 23, cloze procedure and Take Away.
4 To write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.	• being modelled in Session 22; re-reading sentences in Session 23; children writing own sentences in Session 24.
Text Reading **Y1 term 1: 2, 4, 6**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• being modelled in Shared Reading, Session 21; being applied in Guided Reading, Session 25.
4 To read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read.	• being modelled in Shared Reading, Session 21; being applied in Guided Reading, Session 25.
6 To recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.	• being modelled in Shared Reading, Session 21; being applied in Guided Reading, Session 25.

(*continued on next page*)

WEEK 5 SESSIONS 21–25

Overview of objectives *(continued)*

Objective (*NLS Framework for teaching*, Y1 Term 1 objectives)	**Taught through**
Text Writing **Y1 term 1: 8, 10** **8** Through Shared and Guided Writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately. **10** To use rhymes and patterned stories as models for their own writing.	• being modelled in Session 22; being applied in Shared Writing of sentences in Session 24. • being modelled in Session 22; being applied in Shared Writing of sentences in Session 24.
Speaking and Listening • Explore patterns of rhyme in word strings. • Encourage 'why' and 'where' questions.	• discussion arising from Shared Reading in Session 21. • using question and answer format from big book throughout the week.

WEEK 5 *SESSIONS* 21–25

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- if possible, use a patterned language text (e.g. with repeated phrases) as part of Shared Reading this week;
- identify patterned language, e.g. repeated words and phrases;
- cover up some high frequency words in sentences in the big book. The children read the whole sentence, try to guess the word using context, and cross-check with the initial / final phoneme;
- draw attention to punctuation, and talk about effect on expression when reading;

Shared Writing

- if appropriate, innovate on text, e.g. make up new lines using the children's names;
- if appropriate, model the writing of a question and answer, and talk about the use of the question mark;
- re-read what you have written together. *Does it make sense?*

High frequency words

- draw attention to these words when doing Shared Reading and Writing: *my, you, what;*
- involve the children in the group in recognising the words in texts and 'having a go' at writing;
- refer to the other quick-fire high frequency words that the group have been learning: *my, is, went, to, the, this, a, big, day, away, said;*

Word level

- involve the group in hearing and saying the medial phoneme in words, especially *o* and *a;*
- include CVC words with *o* and *a* in whole-class word level work this week, if possible;

Guided Reading

- select a patterned language text when you read with the group this week;
- select an appropriate text for the group to use for Guided Reading on Friday. This is likely to be from Book Bands 3–4. Ideally this book would have patterned language, such as a rhyming text or a repeated refrain. Examples include: *Each Peach, Pear, Plum* by A. Ahlberg, Picture Puffin (Band 3); *What's the time Mr Wolf* by C. Hawkins, Little Mammoth (Band 3); *Dear Zoo* by Rod Campbell, Macmillan (Band 4).

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Re-reading big book.
Tuesday:	Quick-fire word games (new words *you, what*).
Wednesday:	Missing words (cloze): putting three words in the right place in sentences.
Thursday:	Writing Flap Cards: *my, you, what.*
Friday:	Re-reading Guided Reading book / Question and Answer card.

WEEK 5 SESSION 21

Summary: Monday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to write phonemes at the end of words, and how to use known words when writing independently. In this session the children will learn: • how to listen out for the medial phoneme, and how to read patterned text together.
Phonics Five • Hear and identify all phonemes in CVC words (medial *a*). • Segment phonemes to spell CVC words.	**Play Phoneme Frame** • Start with a three-box phoneme frame drawn onto the board. • Talk through with the children how to segment words into phonemes to help with spelling. • Pip says each phoneme. The letter is identified and written into the correct box on the phoneme frame. • Pip blends phonemes to read the whole word. The children join in. • Repeat with *map, bag, hat, can, sack, back*. • Remind the children about when two letters have one sound.
Text Ten • Reinforce correspondence between words read and said. • Draw attention to punctuation and how you use it to read with expression. • Use recognition of repeated words and context cues. • Recognise and read high frequency words in context.	**Shared Reading** • Select a patterned language text with a simple repeated phrase throughout. • Look at the cover of the book together, and talk about the title and illustration. • Ask the children to show the correct place to start reading (using Pip to make a mistake for the children to correct). • Read all the way through, drawing attention to the punctuation. For example, model the use of correct intonation when asking a question. The children join in with this. • Go back to the beginning. Talk about the repeated refrain. Ask the children to point to examples of repeated words on one page. • Emphasise that patterned text has repeated language. • Draw attention to context cues, e.g. pictures. • Encourage the children to look out for any word that they already know how to read.
Fast Finisher • Innovate on patterned text using language play.	**Quick activity: changing text** • Explain that you are going to play with the words in the book by putting in the children's own names. • If using 'Polar Bear' text, say something with the same language pattern, e.g. *Sarah, Sarah, what do you hear?* The child thinks of an answer. • Adapt this idea if using another text.
Take Away	• The children re-read the big book together, taking turns with Pip's pointer to point to the words as they are reading.

Resources

Three-box phoneme frame on board.
Big book with patterned language.
Pip's pointer.

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WEEK 5 SESSION 22

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to listen out for the medial phoneme, and how to read patterned text together. In this session the children will learn: • how to listen out for the medial phoneme, and to use the pattern of the story to help with their own writing.
Phonics Five • Hear and identify all phonemes in CVC words.	**Play Phoneme Frame** • Have a three-box phoneme frame on the board. • Pip says each phoneme. The letter is identified and written into the correct box on the phoneme frame. • Pip blends phonemes to read the whole word. The children join in. • Repeat with *sock, mop, dog, box, doll, shop*. • Ask the children to identify the medial phoneme.
Text Ten • Extemporise on patterns in text orally. • Use patterned stories as model for own writing. • Apply phonological, graphic knowledge and sight vocabulary to spell words: *what, you*.	**Shared Writing** • Show the big book from yesterday. • Encourage the children to remember their ideas for questions and answers from yesterday. Talk about writing a question and answer for Pip. • Show the children an A3 card folded in half. Write *Pip, Pip, what do you hear?* on the front of the card. While writing, talk about the spelling of *what*. • Ask the children to help with *do* and *you*. If they can't spell *you*, ask them to find it in the book and tell you the letters. Write *hear*. • Ask what comes at the end of a question, and write in the question mark. • Talk to the children about who or what Pip can hear. Then write the sentence inside the card, hidden under the top flap. (If not using the 'Polar Bear text', adapt instructions to the patterned text you have chosen.)
Fast Finisher • Read and spell high frequency words.	**Quick-fire words** • Show the children a word card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. • Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking at the original. • Practise *what, you, my*.
Take Away	• The children each take away a set of quick-fire words (including *what* and *you*) to play Matching Pairs or Snap.

Resources

Three-box phoneme frame on board.
Big book from Monday.
A3 card folded in half.
Word cards: *you, what, my*.
Quick-fire word envelopes for each child, with new words added.

WEEK 5 SESSION 23

Summary: Wednesday

WEEK 5 SESSION 23

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to listen out for the medial phoneme, and to use the pattern of the story to help with their own writing. In this session the children will learn: • how to listen out for different medial phonemes, and how to work out missing words in sentences.
Phonics Five • Hear and identify medial *a* or *o*.	**Play Letter Fans** • The children have fans with letters *a* and *o*. • Pip says a word. The children have to identify the medial phoneme on their fans, and then hold it up. • Words: *cat, hot, tan, cot, hat, not*. • If the children have difficulties, segment the phonemes together and identify the *a* or *o*.
Text Ten • Expect written text to make sense and check if it does not. • Use the awareness of grammar to decipher words. • Re-read sentence, recognising whether it makes sense.	**Sentence level work: cloze** • Before the session, select four high frequency words or frequently repeated words in the text from the book read on Monday. • Cover one of these words per sentence with repositionable notes. • Read the first sentence together. Ask the children whether it makes sense and to suggest a word that would make sense in the sentence. • Cross-check by uncovering the initial letter in the word. • Re-read the sentence to see whether that word would sound right and make sense. • Uncover the word to see if they were right. • Repeat with three further sentences.
Fast Finisher • Read high frequency words. • Re-read sentence, recognising whether it makes sense.	**Quick activity: missing words** • Show a version of the sentences written on Tuesday, with three high frequency words missing. These are written separately on cards. • Read the sentences together. The children decide which of the words should go in each of the gaps. • Make sure the sentences make sense.
Take Away	• The children will take away their own version of the sentences with high frequency words missing. Practise reading the sentences and putting the missing words into the correct place.

Resources

Six letter fans with letters *o* and *a*.
Big book from Monday with four words blanked out.
Repositionable notes or covering tape.
Copy of sentences from Tuesday with three high frequency words cut out.
Cards with the cut-out words.
Individual copies of the same sentences with words blanked out, and copies of the missing words on paper.

WEEK 5 SESSION 24

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to listen out for different medial phonemes, and how to work out missing words in sentences. In this session the children will learn: • how to listen out for different medial phonemes, and how to use words they know when they write.
Phonics Five • Hear and identify the medial *o* or *a*.	**Play Rubbish Or Treasure?** • The children sit in a circle, each with two objects / pictures. Pip is in the centre with a 'treasure chest' on one side and a bin on the other. Explain that he is collecting things with the middle phoneme *a*. • The children take it in turns to say the name of their object / picture. The whole group segments the phonemes and the child decides whether it is rubbish or treasure. • Check the contents of the 'treasure chest' and bin at the end. Decide together whether everything is in the right place.
Text Ten • Use patterned stories as a model for own writing. • Apply phonological, graphic knowledge and sight vocabulary to spell words.	**Write using high frequency words** (This example is based on a specific text, but could be adapted for any text with patterned language and repeated phrases.) • Re-read the sentences written together on Tuesday. • Give each child their own Question and Answer card, with the question already written on the front: *[child's name], [child's name], what do you hear?* • Talk about their answers, using the refrain from the text: *I hear a …, … in my ear.* • Support the children as they write, prompting them to use known (quick-fire) words, words from the text, phonological knowledge, etc., to help them spell.
Fast Finisher • Spell high frequency words correctly: *my, you, what.*	**Quick activity: Writing Flap Cards** • Each child has Writing Flap Cards with the words *my, you, what* written under the flaps. • Check that they can read each word. • Practise spelling *what*, remembering that 'It's *w* with a hat.'
Take Away	• The children take away their Writing Flap Cards, and practise spelling the words.

Resources

Bin and 'treasure chest'.
Pictures / objects: hat, cat, mat, pan, tap, van; pot, cot, dog, log, dot, box.
Copy of large Question and Answer card from Tuesday.
Individual Question and Answer cards with a question written on the front using the child's own name.
Writing Flap Cards with *my, you, what* written under the flaps.

WEEK 5 SESSION 25

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to listen out for different medial phonemes, and how to use words they know when they write. In this session the children will learn: • how to spell CVC words, and how to read books with patterned language on their own.
Phonics Five • Hear, identify and segment phonemes to spell CVC words.	**Play Magnetic Letters** • Each child has a magnetic board and letters *o, a, c, t, n, h*. • Explain that you will say a word, the group will segment the phonemes, and then each child will make the word with the magnetic letters. • Say the first word: *cat*. The children repeat, segment the phonemes, find the letters and make the word. • When the word is made, ask the children to find the medial phoneme and push it up. Check that each child has used the correct letters and can identify the medial vowel. • Repeat with *hot, tan, cot, hat, not*.
Text Ten • Read simple patterned texts independently. • Follow print with eyes only. • Cross-check different cues while reading.	**Guided Reading** • The class teacher selects a text with patterned language from the appropriate level (probably Book Bands 3–4). • ***Book introduction:*** Read the title. Talk about the cover illustration and encourage prediction of the content. Take a 'picture walk' through the book, talking briefly about what the children can see in the pictures. Prepare them to read any unfamiliar vocabulary. • ***Strategy check:*** Remind the children to 'point with their eyes', and only use their finger when stuck on a word. Talk about ways to check that you've read the right word. Prompt to: check picture, use initial phoneme, read the rest of the sentence. • ***Independent reading:*** Listen and offer support as each child reads independently. • ***Return to text:*** Ask the children to find examples of patterned language. Praise the children's attempts at self-correction. • ***Response to text:*** Did they like the use of patterned language? Do they know other books like this?
Fast Finisher • Review and apply learning.	**Review of the week** • The children talk about the things that they have done this week. • Think about the new things that they have learned, e.g. identifying the medial phoneme; reading and spelling *what, my, you*; reading a book with patterned language on their own. • Talk about how to apply their learning to reading and writing.
Take Away	• The children take away their Guided Reading book and the Question and Answer cards made yesterday, to read to someone at home.

Resources

Six magnetic boards.
Six sets of magnetic letters: *o, a, c, t, n, h*.
Guided Reading books selected by the class teacher (from Book Bands 3–4).

Week 6

WEEK 6 SESSIONS 26–30

Overview of objectives

Text focus: Instructions
Example text: Poster 'How to make a jam sandwich' (included as PCM, p. 208)
Outcome: Children will make jam sandwiches
High frequency words: *make, put, on* (revising *the*)

Objective (*NLS Framework for teaching*, Y1 Term 1 objectives)	*Taught through*
Word ***PiP* Step 4** **Y1 term 1: 7, 9, 11**	
7 For Guided Reading, to read on sight high frequency words specific to graded books matched to ability of reading groups.	• being introduced and practised in Phonics Five sessions each day.
9 To read on sight approximately 30 high frequency words identified from Appendix List 1.	• being modelled in Shared Reading, Session 26, and high frequency words, Session 29.
11 To spell common irregular words from Appendix List 1.	• high frequency words in Session 29 and Take Away.
Sentence **Y1 term 1: 4, 6**	
4 To write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order. **6** To begin to use the term *sentence* to identify sentences in a text.	• being modelled in Shared Writing, Session 27; being applied in sentence reading, Session 28, and Guided Writing, Session 30.
Text Reading **Y1 term 1: 2, 13**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• being modelled in Shared Reading, Session 26, and high frequency words, Session 29.
13 To read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks.	• the focus throughout the week, but particularly Shared Reading in Session 26 and Guided Writing in Session 30.
Text Writing **Y1 term 1: 8, 16**	
8 Through Shared and Guided Writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.	• being modelled in Shared Writing, Session 27; being applied in Guided Writing, Session 30.
16 To write and draw simple instructions and labels for everyday classroom use, e.g. in role-play area, for equipment.	• being modelled throughout the week; being applied in Guided Writing, Session 30.
Speaking and Listening • Revisit sequential vocabulary. • Sequencing or ordering of events.	• the language of instructions throughout the week, particularly the Fast Finisher and Take Away in Session 26; sentence reading, Session 28; sequencing activities of Fast Finisher and Take Away in Session 28.

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading
- mask a word within a sentence. Read the whole sentence and encourage the children to guess the word from the meaning of the sentence as a whole;
- cross-check by looking at the initial sound, final sound and then the whole word;

Shared Writing
- use 'talk for writing', encouraging the children to discuss ideas and say the sentence out loud. Emphasise thinking about the whole sentence before starting to write;
- use phonic knowledge to help spell particular words: initial sounds, final sounds, medial vowels *o, e, a;*
- use sight vocabulary already learned from previous weeks; refer to quick-fire words that the children have learned;

High frequency words
- draw attention to *make, put, on, the* (revised) in Shared Reading and Writing – encourage the children to recognise them in texts and 'have a go' at writing them;
- encourage the children to read and spell the quick-fire words they have been learning;

Word level
- involve the group in hearing, saying and identifying the medial vowels *o, e, a* (short vowel sounds);

Guided Reading
- try to select an instructional text at the appropriate level when you do Guided Reading with this group.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Pictures to sequence (jam sandwich) (PCM, pages 209–210).
Tuesday:	Quick-fire word games.
Wednesday:	Cut-up poster to sequence.
Thursday:	Writing Flap Cards.
Friday:	Finished poster.

WEEK 6 SESSION 26

Summary: Monday

Aims/Objectives	Activities
Oral Opener	In the previous week the children learned: • how to spell CVC words, and how to read books with patterned language on their own. In this session the children will learn: • how to read instructions, and how to hear the medial vowel in words.
Phonics Five • Hear and identify medial vowels *o* and *e*.	**Phoneme Frame / Sliding In Game** • Each child has a three-box phoneme frame and letters *o* and *e*. • Say a word: ask the children to identify the phoneme they can hear in the middle of the word. • The children slide the correct letter into the middle box on their frame. • Check the children have put the correct letter in the middle box. • Words: *pot, pet, cot, peg, hen, sock.*
Text Ten • Identify features of instructional text. • Read fluently, not word by word. • Use initial sound and cross-check with grammatical cue (whole sentence) and context (pictures).	**Shared Reading: 'How to make a jam sandwich' poster** • Before the session, cover the written instructions and mask the word put in each line. • Predict what the text will be about by looking at the 'You need' section. • Look at the pictures, and encourage predictions about the text. Introduce and explain the word *instructions.* • Read the title together, reading word by word. Then re-read: slide the pointer under the whole title and read fluently. The children join in. • Begin reading through the poster. Re-read the 'You need' section, encouraging the children to use the pictures to help read each word. • Uncover the text. Look at the picture for Step 1. Read the sentence. Ask what the missing word could be. Prompt by re-reading the sentence. • Cross-check by uncovering initial *p*, then final *t*. • Ask the children if *put* sounds right and makes sense. Re-read the whole sentence together. • Repeat with the next two lines.
Fast Finisher • Reinforce sequential vocabulary. • Use the language of instructions.	**Quick activity: mime and guess** • Pip mimes an action. The children have to say what he is doing, and then make this into an instruction in a sentence. • First model the sentence, e.g. *Pip is putting the butter on the bread.* Then turn this into an instruction: *First put the butter on the bread.* • Repeat using different mimed actions and giving other children a turn to make up instructions.
Take Away	• Set of pictures of the jam sandwich instructions for the children to sequence.

Resources

Three-box phoneme frame and magnetic letters *o* and *e* for each child.
Jam sandwich poster (enlarged to A3) (PCM, p. 208).
Repositionable notes to cover up words.
Pictures (taken from poster) to sequence – four for each child. (PCM, p. 209-210).

WEEK 6 SESSION 27

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to hear the medial vowel in words, and to read instructions. In this session the children will learn: • how to hear and identify *a, o, e* in the medial position, and to write a sentence to finish off the instructions.
Phonics Five • Hear and identify medial vowels *o, e* and *a*.	**Play Phoneme Frame / Sliding In Game** • Remind the children of the game from yesterday. Explain that this time they will have three letters to choose from. • Each child has a three-box phoneme frame and letters *a, o* and *e*. • Say a word, and ask the children to identify the phoneme they can hear in the middle of the word. • The children slide the correct letter into the middle box on their frame. • Check the children have put the correct letter in the middle box. • Words: *hat, hog, men, man, lot, leg, ran, met, dot.*
Text Ten • Use 'talk for writing'. • Use phonic knowledge. • Use sight vocabulary. • Check for sense as you write. • Use words in text to inform writing.	**Shared Writing** • Re-read the jam sandwich poster. • Look at the pictures and talk about what the final instruction might be. Prompt for *Now eat the sandwich.* Say the sentence together. • Think about the first word: *What does it start with?* Explain that the first word in a sentence starts with a capital letter. Write *Now.* • Identify the first and final sounds of the next word, and write *eat.* • Ask the children to write *the* on the whiteboard and show Pip. Check their spellings. Write *the.* • Read the sentence so far and ask for the last word needed to complete it. Look at the title of the poster to help with spelling *sandwich.* Ask a child to point to *sandwich,* prompting for 'the word that starts with *s*'. • Write *sandwich,* and read the whole sentence together. • Explain about the full stop at the end of a sentence to end an idea.
Fast Finisher • Read and spell high frequency words: *make, put, on, the.*	**Quick-fire words** • Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger or trace it on someone's back to practise the movements. • Next they 'have a go' at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. • Practise *make, put, on, the* in this way.
Take Away	• The children each take away a set of quick-fire words to play Matching Pairs, Snap or Lotto.

Resources

Three-box phoneme frame for each child.
Magnetic letters *o, a, e* for each child.
Jam sandwich poster (A3) (PCM, p. 208).
Individual whiteboards and pens.

Word cards: *make, put, on, the.*
Quick-fire word packs for each child with new words added: *make, put, on, the.*

WEEK 6 SESSION 28

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to hear and identify *a*, *o* and *e* in the medial position, and how to write a sentence to finish a set of instructions. In this session the children will learn: • how to spell words with the medial phonemes *o* and *e*, and how to put an instruction text in the right order.
Phonics Five • Segment and spell CVC words with medial vowels *o* and *e*.	**Phoneme frame: writing words** • Introduce the activity using Pip to demonstrate. Say the whole word – *hat*. Segment the phonemes – *h-a-t*. Pip writes each letter into the boxes on the phoneme frame. • Ask the children to say the word *pet*. Segment the phonemes with the children – *p-e-t*. • The children write the word on the phoneme frame and then show the teaching assistant and Pip to check. • Repeat with: *dog, cot, hen, peg, log*.
Text Ten • Use sequential vocabulary. • Re-establish features of text. • Emphasise what a sentence is and identify sentences in text.	**Sentence level work** • Re-read the jam sandwich poster, including the final sentence written yesterday. • Using another copy, cut the poster into pieces to demonstrate the different features of instructions. • Tell the children you are going to cut off the title. Ask them to show you where to cut. • Cut off the list next, after the children have shown where to cut. • Use Pip's help to show the beginning and end of the first sentence, pointing out the capital letter and full stop. Then cut out this sentence. • Repeat for the last two sentences. • Give out a piece to each child, and ask them to put themselves into the right order. • Read the whole text again, checking that it makes sense.
Fast Finisher	**Quick activity: sequencing** • The children work in pairs with a small version of the poster cut into sections. The children sequence the pieces and help each other to check for meaning and read with Pip's help.
Take Away	• Cut-up poster to sequence.

Resources

Three-box phoneme frames, pens, wipes.
Original poster – with final sentence written on.
Second copy of poster to cut up.
Scissors.
Individual copies (A4) of cut-up poster.

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WEEK 6 SESSION 29

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: ● how to spell words with the medial phonemes *o* and *e*, and how to put an instructional text in the right order. In this session the children will learn: ● how to read CVC words, and how to spell some useful words.
Phonics Five ● Read CVC words; identify and match medial vowels *o, a, e*.	**Word match** ● Give out some word cards (with pictures), one to each child. ● Tell the children to say their word, identify the medial phoneme (middle sound) and find somebody else with the same middle sound: *cat / tap, dog / sock, pen / leg*. ● When they have found their partners, Pip says three more words: *hat, clock, men*. The children decide which pair each of the words goes with by identifying the middle vowel. ● If necessary, support the children by helping them to segment the phonemes and identify the middle vowel.
Text Ten ○ Write and spell high frequency words: *the, make, put, on*.	**High frequency words and handwriting** ● Mask the following words on the jam sandwich poster: *make, the, put, on*. ● Tell the children that Pip has covered up some words and they need to guess what they are. Read the instructions and encourage the children to guess the missing words, then practise spelling the words. ● Read the title, and guess the masked word (*make*). Uncover the word, and work through Look, Cover, Write, Check with the children. ● Ask the children to write the word on their whiteboards. ● Repeat this process with *the* (covered in the first sentence), *put* (covered in the second sentence), and *on* (covered in the third sentence). ● Involve Pip in helping to check that the words have been spelled correctly. ● Tell the children that these are the words that will be on their Writing Flap Cards this week.
Fast Finisher	**Quick activity: have-a-go writing list** ● Each child has a go at writing a list of things needed to make jam sandwiches on their own whiteboard.
Take Away	● Writing Flap Cards with the words *make, the, on, put*.

Resources

Word cards and pictures: cat, tap, dog, sock, pen, leg.
Jam sandwich poster with words covered: *make* (in the title); *the* (in the first sentence); *put* (in the second sentence); *on* (in the third sentence).
Individual whiteboards.
Repositionable notes to mask words on poster.
Writing Flap Cards (*put, make, on, the* written under the flaps).

WEEK 6 SESSION 30

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - how to spell words with the medial phonemes *o* and *e*, and how to put an instruction text in the right order. In this session the children will learn: - how to identify phonemes *a*, *o* and *e* in the middle of words, and how to read and follow instructions.
Phonics Five - Identify phonemes in medial position.	**Play Circle Swap Shop** - Sit the children in a circle and give one picture / object to each child: map, bag, shell, pen, frog, clock. - Call out a phoneme: *a*. Shout *Swap shop!* Children who have an object with the same middle vowel swap places. - Repeat for *e* and *o*. - Pip shows three more pictures / objects (cat, bed, sock), but does not say the words. The children have to decide whether the middle vowel is the same, and then 'swap shop'.
Text Ten - Read and follow instructions. - Use phonological, graphic knowledge and sight vocabulary to write independently.	**Guided Writing: make the sandwich** - Tell the children that they are going to make jam sandwiches for everybody and suggest that they read through the instructions first to see what to do. - Show the poster (with the final step masked). Give the children an A4 version. - Read the 'You need' section, and get the things together. - Read Step 1, and then do what it says. - Read Steps 2 and 3, and follow the instructions. - When each child has made a sandwich, talk to the children about what they are going to do next. Explain that they will write the instruction and then do what it says. - Agree the sentence *Now eat the sandwich*. The children write the sentence on their poster, using knowledge of initial and final sounds, high frequency words (*the*) and words from the text (*sandwich*). Support the children as they write. - The children eat their sandwiches.
Fast Finisher - Review and apply learning.	**Review of the week** - Review with the children the things that they have done and learned during the week. - Talk about how to apply their learning to reading and writing.
Take Away	- The children take their finished poster home. Encourage them to read the instructions to somebody and have another go at making a sandwich.

Resources

Pictures/objects: map, bag, shell, pen, frog, clock, cat, bed, sock.
Jam sandwich poster (with final instruction masked).
Jam, bread, butter, knife, plate (for seven sandwiches).
A4 version of poster (with space to write final sentence) for each child.

Week 7

WEEK 7 SESSIONS 31–35

Overview of objectives

Text focus:	**Labels and captions**
Example texts:	Examples of print from around the classroom and school.
Outcome:	Caption for an object
High frequency words:	*here, is, our (he/she/it)*

Objective *(NLS Framework for teaching,* Y1, term 1 objectives):	Taught through
Word ***PiP* Step 4** **Y1, term 1: 7, 8, 9, 11**	
7 For Guided Reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups.	• daily Phonics Five sessions. • Guided Reading, Session 35.
9 To read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix list 1.	• Print Walk, Session 31; being reinforced in Text Ten in Sessions 32 and 33.
11 To spell common irregular words from Appendix list 1.	• Print Walk, Session 31; being reinforced in Text Ten in Sessions 32 and 33.
Sentence **Y1, term 1: 4, 7, 8**	
4. To write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.	• being modelled in Shared Writing, Session 32; reading and ordering captions, Session 33.
7 To know that a line of writing is not necessarily the same as a sentence.	• being modelled in Shared Writing, Session 32; being reinforced in sentence reading, Session 33.
8 To begin using full stops to demarcate sentences.	• being modelled in Shared Writing, Session 32; being reinforced in sentence reading, Session 33.
Text Reading **Y1, term 1: 1, 2, 12**	
1 To reinforce and apply their word level skills through Shared and Guided Reading.	• being modelled and applied in sentence reading activities, Session 33; independent application in Guided Reading, Session 35.
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• being modelled in Print Walk activities in Session 31, and applied independently in Guided Reading, Session 35.
12 To read and use captions, e.g. labels around the school, on equipment.	• Print Walk activities and Take Away in Session 31.

(continued on next page)

WEEK 7 SESSIONS 31–35

Overview of objectives *(continued)*

Objective *(NLS Framework for teaching, Y1, term 1 objectives):*	**Taught through**
Text Writing **Y1, term 1: 8, 14** **8** Through Shared and Guided Writing, to apply phonological, graphic knowledge and sight vocabulary to spell words accurately. **14** To write captions for their own work, e.g. for display, in class books.	• being modelled in Shared Writing, Session 32; children trying independently in Take Away, Session 31. • being modelled in Shared Writing, Session 32; children trying independently in Take Away, Session 31.
Speaking and Listening • Extract key points from what is said. • Expand on key points (elaborate). • Recite action rhyme.	• discussion of ideas for captions in Session 32. • learning and reciting Vowel Rap in Sessions 33–35.

WEEK 7 SESSIONS 31–35

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- draw attention to print around the class on labels, signs and notices. Look for examples of captions around the class where one or more sentences are used to give information about something. There may be examples in your shared text (e.g. a caption for a photo);

Shared Writing

- demonstrate writing more than one sentence, and emphasise the difference between a line of writing and a sentence;
- reinforce the concept of each sentence having one idea. Play the game where children close their eyes and listen as you read the text. They put up their hands at the end of each sentence;

High frequency words

- draw attention to examples of high frequency words being used in the print that the children can see around the class, e.g. *here, is, at, our;*

Word level

- practise recognising and using all vowels (short vowel sounds);
- ask the group to say the Vowel Rap to the class on Friday, e.g. in the plenary;
- involve the group in segmenting and spelling CVC words;

Guided Reading

- as well as doing your own Guided Reading session with the group, please select an appropriate text for the group to use for Guided Reading on Friday. This is likely to be from Book Bands 3–4. Ideally it would be a non-fiction text that includes examples of captions.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Making list of captions.
Tuesday:	Quick-fire word games.
Wednesday:	Re-making two sentences (cut-up caption).
Thursday:	Vowel Rap sheet.
Friday:	Guided Reading book.

Note on selecting texts

The focus in the ELS sessions this week is on print in the environment and writing captions. The teaching assistant will be looking with the children at examples around the school. It would be useful if you could find an example of a caption from a display in your classroom for the group to read together.

There is a sheet on 'Understanding environmental print and captions' in the ELS File (p. 80) to help with the features of this text type.

WEEK 7 SESSION 31

Summary: Monday

Aims/Objectives	Activities
Oral Opener	In the previous week the children learned: • to identify phonemes *a*, *o* and *e* in the middle of words, and to read and follow instructions. In this session the children will learn: • to know the difference between *u* and *e* in the middle of words, and to read the print that they see around them.
Phonics Five • Identify phonemes *u* and *e* in medial position.	**Sliding In Game** • Remind the children that they have played this game before. This time they will be listening for the phonemes *e* or *u* in the middle of words. • Help the children identify *u* by saying the word *mug*, segmenting it, identifying middle *u*, and sliding the magnetic letter *u* into the middle box of the phoneme frame. • Say these words: *duck, sun, plug, leg, bed, shell, peg, drum*. The children listen, identify the middle phoneme and slide the correct letter into the middle box. • Help the children segment the phonemes if necessary.
Text Ten • Read and use print around the school.	**Shared Reading: Print Walk** • Before the session, look around the classroom and school to find examples of print on labels, signs and notices. Plan where to take the children on a 'Print Walk' around the building. • Choose one label that the children know well to borrow from the classroom. • Explain to the group that there is print all around us. Show the example from the classroom and read it together, e.g. *We put our coats here.* • Go for a walk around the school to find and read examples of print. • Help the children to think about the location of the label, sign or notice, to read the words, and to recognise any high frequency words that have been used.
Fast Finisher • Write a list.	**Quick activity: write a caption** • Give each child a 'Print I can see around me' worksheet. • Ask the children to remember one of the examples of print seen on their walk and 'have a go' at writing it on their list.
Take Away	• The children look for more examples of print around the classroom, on the way home, etc., and make a list on their 'Print I can see around me' worksheet.

Resources

Three-box phoneme frame – one for each child.
One set of magnetic letters *a* and *e* for each child.
An example of a label from the classroom that the children will recognise.
Print around the room and school.
Worksheet for each child with list format: 'Print I can see around me.' (PCM, p. 212)

WEEK 7 SESSION 32

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • to know the difference between *u* and *e* in the middle of words, and to read print that they see around them. In this session the children will learn: • to know the difference between *i* and *u* in the middle of words, and to write two ideas in two sentences to make a caption.
Phonics Five • Distinguish between two medial phonemes.	**Play Rubbish Or Treasure?** • The children sit in a circle each with a picture or object. Pip is in the centre with a 'treasure chest' on one side and a bin on the other. Explain that he is collecting things that have an *i* in the middle. • The children say their word, identify the middle phoneme, and decide whether to put it in the treasure chest or bin. • Help the children to segment the phonemes and identify the middle phoneme if necessary.
Text Ten • Write captions to inform others. • Use phonological and graphic knowledge and sight vocabulary to spell words accurately. • Know the difference between a sentence and a line in writing.	**Shared Writing** • Re-read some captions from yesterday. • Introduce the purpose for writing – to tell other people about the puppet. • Give time for the children to talk about ideas for the caption, and then help them to select specific ideas for two sentences. For example: *Here is Pip*; second sentence, to add more detail: *He is funny*. • Model the writing for the children, involving them in attempting spellings using phonic knowledge and known vocabulary. • At the end of the first sentence, emphasise that you have finished writing the first idea and will now start a new sentence for the second idea. Make sure that this sentence continues on the same line as the first. • Re-read the whole caption together and draw attention to the difference between a line of writing and a sentence.
Fast Finisher • Understand what a sentence is.	**Quick activity** • Read the caption and ask the children to close their eyes and put their hands up at the end of each sentence.
Take Away	• The children take away a set of quick-fire words to play Matching Pairs, Snap or Lotto.

Resources

'Treasure chest' and bin.
Picture cards / objects: pin, bun, sun, lid, disc.
List of captions from yesterday or examples from the classroom.
Individual whiteboards and pens.
Word cards: *here, our (he/she/it).*
Quick-fire word packs with new words added for each child.

WEEK 7 SESSION 33

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - to know the difference between *i* and *u*, and to write two ideas in two sentences. In this session the children will learn: - a rap to remember the vowels, and how to put words in order to make a sentence.
Phonics Five - Know the vowels and use the term *vowel*.	**Vowel Rap** - Remind the children of the medial phonemes they have been learning about. Ask them to remember the sounds: *a, e, i, o, u*. - Introduce the idea that the letters representing these sounds are called vowels. - Teach the children the Vowel Rap, encouraging them to join in. - Teach the actions, pointing to a different finger for each vowel.
Text Ten - Reinforce idea of a sentence. - Use knowledge of phonics, word recognition to identify words. - Check for meaning.	**Sentence level work** - Display the caption from yesterday and have a copy cut up into individual words. - Re-read the caption and ask the children to remember it; explain that this will be more difficult because there are two sentences. - Cover up the original caption and then let Pip throw the pieces up in the air so that they are muddled. - The group work to rearrange the words into two sentences, using words that they know and phonic knowledge for others. - Ask the children to check that their sentences make sense.
Fast Finisher	**Quick activity: sentence making** - Give out sentence boards and cut-up versions of the caption (one set between two). - The children work with a partner to re-make the two cut-up sentences, re-reading to check for sense.
Take Away	- Each child takes away an envelope with cut-up sentences (cut-up caption).

Resources

Words of Vowel Rap (poster) (PCM, pages 213–214).
Video of Vowel Rap (for preparation).
Caption from yesterday.
Cut-up version of yesterday's caption (large).
Small version of cut-up caption to use with pairs and individuals – one for each child.
Sentence boards – one for each child.

WEEK 7 SESSION 34

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • the vowels, and to put words in order to make a sentence. In this session the children will learn: • to identify the vowel in a word, and to practise writing each vowel.
Phonics Five • Segment CVC words and identify the medial vowel.	**Vowel Rap and Vowel Fans** • Remind the children of the Vowel Rap and say it together. • Give out vowel fans to each child. • Say a word (*bag, shed, clip, box, rush*); ask the children to identify the middle phoneme and show the correct letter on their fan. • If they have difficulties, segment the phonemes – *b-a-g* – to help them hear the middle sound.
Text Ten • Reinforce correct letter formation for *a, e, i, o, u*.	**Handwriting practice** • Show the children a version of the Vowel Rap poster with a blank hand outline. Talk about the finger they point to for each vowel when they are saying the rap. • Demonstrate the letter formation of *a* and talk through what you are doing. • The children write *a* in the air with their finger and practise 'writing' on their partner's back. • The children write *a* on their whiteboard several times while the teaching assistant checks for correct formation. • Repeat the process with the other vowels. • The children write letters onto their own copy of the Vowel Rap sheet.
Fast Finisher	**Quick activity: Vowel Rap** • Say the Vowel Rap together, with the children pointing to the correct letters on their sheets as they say it.
Take Away	• Each child takes away a copy of the Vowel Rap sheet to practise, and to say to somebody at home.

Resources

Vowel Rap poster (PCM, p.213).
Six sets of letter fans with vowels.
Whiteboards, pens, wipes.
Vowel Rap sheets with blank hand outline and Vowel Rap printed underneath – one for each child (PCM, p. 214).

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Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session children learned: • how to identify the vowel in a word, and to practise writing each vowel. In this session the children will learn: • how to segment and spell CVC words, and how to work out words when they read on their own.
Phonics Five ○ Segment and spell CVC words.	**Play Magnetic Spelling** • Give each child a magnetic board and magnetic letters. • The children listen to a word, say it, segment it and then make it on the magnetic board with their letters. • Words: *hat, hit, hot, hut, bag, beg, big, bog, bug.*
Text Ten • Begin to recognise features of fiction and non-fiction texts. ○ Take note of punctuation. ○ Follow print with eyes, finger pointing only at points of difficulty. • Search for information in print to predict, confirm or attempt new words while reading.	**Guided Reading** • The class teacher selects a book from Book Bands 3–4, ideally a non-fiction text with captions. ***Book introduction:*** • Look at the cover and title. Predict whether it will be a story or information. • 'Walk through' the book, finding examples of captions and identifying sentences. • Discuss challenging vocabulary and strategies for reading the words. ***Strategy check:*** • Remind the children to follow the print with their eyes and only use their finger if they get into difficulty. • Talk about strategies for tackling new words, e.g. say the phonemes; see if the word looks like a word they know; read on and see what would make sense. ***Independent reading:*** • Ask the children to find an example of a caption as they read. • The children read independently, while you listen and offer support. ***Review:*** • Praise the children for their problem-solving. • Talk about what they found out.
Fast Finisher ○ Review and apply learning.	• Ask the children about the things they have done and learned during the week, e.g. vowels, Vowel Rap, captions, letter formation. • Explain how their learning can be applied to help them read and write.
Take Away	• Each child takes away the Guided Reading book to re-read at home.

Resources

Six magnetic boards.
Sets of magnetic letters for each child: *a, e, i, o, u, b, g, h, t.*
Guided Reading texts selected by the class teacher.

Week 8

WEEK 8 SESSIONS 36–40

Overview of objectives

Text focus:	Story with a familiar setting
Example text:	*Suddenly!* by Colin McNaughton, Collins ISBN 0003015130
Outcome:	Zig-zag book (based on the story and children's own experience)
High frequency words:	*was, school, then, saw* (these may vary depending on the shared text selected)

Objective (*NLS Framework for teaching*, Y1 term 1 objectives)	*Taught through*
Word ***PiP* Step 4**	
1 To hear and say phonemes *a, e, i, o, u* in medial position.	• daily Phonics Five sessions
2 To segment to spell CVC words.	
3 To blend to read CVC words.	
Y1, term 1: 9, 11	
9 To read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix list 1.	• recognising words in Shared Reading (Session 36); sentence reading in Session 38.
11 To spell common irregular words from Appendix list 1.	• Text Ten and Take Away in Session 39.
Sentence **Y1, term 1: 4, 7, 8, 9**	
4 To write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.	• being demonstrated in Shared Writing, Session 37; being reinforced in sentence reading, Session 38; being applied independently in Guided Writing, Session 40.
7 To know that a line of writing is not necessarily the same as a sentence.	• (as above)
8 To begin using full stops to demarcate sentences.	• (as above)
9 To use a capital letter for the personal pronoun *I* and for the start of a sentence.	• (as above)
Text Reading **Y1, term 1: 2, 5, 7**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• being demonstrated in Shared Reading, Session 36.
5 To describe story settings and incidents and relate them to own experience and that of others.	• response to Shared Reading, Session 36; being applied independently in Guided Writing, Session 40.
7 To re-enact stories in a variety of ways, e.g. through role play, using dolls or puppets.	• response to reading, Fast Finisher and Take Away, Session 36.

Overview of objectives *(continued)*

Objective (*NLS Framework for teaching*, Y1 term 1 objectives)	**Taught through**
Text Writing **Y1, term 1: 8, 9, 11**	
8 Through Shared and Guided Writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.	• being demonstrated in Shared Writing, Session 37; being applied independently in Guided Writing, Session 40.
9 To write about events in personal experience linked to a variety of familiar incidents from stories.	• (as above)
11 To make simple picture story books with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout.	• Guided Writing and Take Away, Session 40.
Speaking and Listening	
• Recall and recount events from personal experience.	• response to Shared Reading, Session 36; discussion leading to independent writing, Session 40.
• Recall and re-tell events from a familiar story.	• (as above)
• Make connections between events in stories and personal experiences.	• (as above)

WEEK 8 SESSIONS 36–40

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- draw attention to the settings of stories (if you are reading fiction this week);
- talk about examples of patterned language (if you are reading fiction this week);
- cover a word in the text, and use the pictures and context of the sentence to predict the word. Then cross-check using phonic strategies (initial and final sound);

Please note: the example text for the ELS sessions this week is *Suddenly!* by Colin McNaughton. It would help if the children were already familiar with this book. If it is not one that you have read to the children before, please consider using it at storytime, or giving the teaching assistant some time to read it with the group before the session on Monday;

Shared Writing

- if possible, talk about how children's personal experience links with examples in a story (e.g. similarities and differences);
- use 'talk for writing' to reinforce the idea of discussing and rehearsing ideas before writing;
- demonstrate use of the capital letter for personal pronoun *I*;
- when writing, ensure that sentences run on rather than always finish at the end of a line, to emphasise the difference between a sentence and a line;

High frequency words

- the class teacher needs to liaise with the teaching assistant to choose these with reference to the Shared Reading text. If *Suddenly!* is being used, the high frequency words are: *was, school, then, saw;*
- draw attention to these words in Shared Reading and Writing. Encourage the children to read and spell them independently;

Word level

- involve the group in segmenting and blending CVC words. Encourage them to recognise and name the vowels;

Guided Reading

- please read with the group this week as usual. If possible, select another story with a familiar setting and talk with the children about where the story takes place, to reinforce the teaching objectives. There is no additional Guided Reading as part of the ELS Programme this week.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Four pictures copied from the story, for re-telling.
Tuesday:	Letter cards to make CVC words.
Wednesday:	Cut-up sentences and sentence boards.
Thursday:	Writing Flap Cards.
Friday:	Finished Zig-zag books (to take home).

Notes for the class teacher *(continued)*

Progress Check (see p. 81)
By the end of the week, the children will be two-thirds of the way through the programme. There is a Progress Check for you to use during Guided Reading / Writing sessions and to form the basis of a discussion with the teaching assistant. This will provide an opportunity to monitor the progress of individual children and talk through any issues that may have arisen.

WEEK 8 SESSION 36

Summary: Monday *(Example of full session script included)*

Aims/Objectives	Activities
Oral Opener	In the previous week the children learned: • how to segment and spell CVC words, and how to work out words when reading on their own. In this session the children will learn: • how to hear the medial phoneme and know its letter name, and to be able to talk about where a story takes place and to re-tell it.
Phonics Five • Hear and identify medial vowels and name letters.	**Vowel Rap and play Croaker using Pip** • Remind the children of the Vowel Rap and say it together. • Introduce the Croaker game by explaining that Pip will say the words as you take things out of the bag. They must listen carefully to check that he says the right thing. • The first object is a peg, but Pip says *pig*. • Ask the children to say the correct word and say which sound he got wrong – the middle *e*. • Repeat for: peg / *pig* sun / *san* bin / *bun* bag / *bog* lid / *lad* box / *bix*
Text Ten • Identify the setting of a story. • Use contextual and grammatical knowledge. • Cross-check with phonic knowledge.	**Shared Reading** • Select a text with a familiar setting which uses repetitive language, ideally with a repeated phrase on each page. • Before you start, cover two words which denote the setting, e.g. *shop / school*, to work on later. • Look at the cover together and flick through the book. Predict the setting, and encourage the children to find a picture that backs up their suggestions. • Read the book quite quickly. Pause at the words you covered earlier. • Encourage the children to suggest what the words might be. Emphasise use of the context, e.g. using the picture and re-reading the whole sentence. • Demonstrate how to cross-check using phonic knowledge: uncover first one or two letters, then the final letter. Use this to check the children's predictions. • Uncover the whole word, then re-read the sentence. • Continue reading the rest of the book. While reading, draw attention to the repeated phrases.
Fast Finisher • Recall and re-tell events from a familiar story.	**Quick activity: re-tell the story** • Explain that Pip cannot remember the story. Prompt the children to re-tell the events from the story in order, and to use the repeated words or phrases from the book.
Take Away	• Re-tell the story using four pictures from the book.

Resources

Bag with objects or pictures: peg, bin, lid, sun, bag, box.
Words of the Vowel Rap (poster from previous week).
Big book: a story with a familiar setting and repeated phrases, e.g. *Suddenly!* by Colin McNaughton, Collins ISBN 0003015130.
Repositionable notes.
Set of four pictures from the chosen text for the children to sort. (These are not included in the resource pack; the teaching assistant will need to prepare them when the book has been chosen.)

WEEK 8 SESSION 36

Monday Example of session script

Teaching points	*Activities / Teaching prompts or script*
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to segment and spell CVC words, and how to work out words when we are reading on our own.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning:* • *to hear the medial phoneme and know its letter name;* • *to be able to talk about where a story takes place and to re-tell it.*
Phonics Five • Hear and identify medial vowels and naming letters.	**Vowel Rap and play Croaker using Pip** **TA:** *Do you remember the Vowel Rap from last week? Pip's forgotten it. We'll say it together to remind him.* Say the Vowel Rap together. Show the children a bag filled with various pictures / objects. *Look at this bag of things. Pip wants to look inside. He's going to get the things out and tell you what they are. But listen carefully to see if he gets the words right. You might have to help him.* Take out the first object (a peg). Pip says *pig*. The children correct: *peg*. Ask: *Which sound did he get wrong?* The children reply: *The middle 'e'.* Ask: *What's the letter name?* The children reply: *e*. Repeat for each object, with Pip making a mistake with the medial vowel each time: peg / *pig* sun / *san* bin / *bun* bag / *bog* lid / *lad* box / *bix*
Text Ten • Identify the setting of a story. • Use contextual and grammatical knowledge.	**Shared Reading** Select a story with a familiar setting which uses repetitive language – ideally one with a repeated word or phrase on each page. This example is based on *Suddenly!* by Colin McNaughton, Collins, but could be adapted to other books. Before you start, cover two words at different points in the text which denote the setting, e.g. *shop / school*, to work on later. The emphasis is going to be on re-telling after reading, so the shared read should be done briskly! Look at the cover together and flick through the book without reading it. Predict the setting: *Where do you think this story takes place?* Encourage the children to find a picture that backs up their suggestions. Read the book. Pause at the covered words. *I wonder what this word should say? How can we find out?* Take the children's suggestions and draw out these points: 1. We can use the context – e.g. look at the picture, and then re-read the whole sentence. *Can you think of a word that would make sense?* Example: *He dashed out of the ....!* The children might look at the pictures and decide the word should be *supermarket*. This would make sense, but now show the children how to check their prediction.

WEEK **8** SESSION **36**

Monday **Example of session script** *(continued)*

Teaching points	Activities / Teaching prompts or script
- Cross-check with phonic knowledge.	2. We can check our idea by using phonics – e.g. uncover the first one or two letters and then the final letter. Use this to check the children's predictions. *You said 'supermarket'. This word starts with 'sh', so it can't be 'supermarket'. Can you think of another word?* Elicit *shop*. Uncover the word and re-read the whole sentence. While you are reading the text as a whole, draw attention to repeated words or phrases, e.g. *suddenly!* and *Silly me!*
Fast Finisher - Recall and re-tell events from familiar story.	**Quick activity: re-tell the story** **TA:** *Now Pip's going to re-tell that story. What happened in that story, Pip?* Pip does not say anything because he cannot remember. *Who can remember what happened first? Let's re-tell it together.* Go round the group, prompting the children to re-tell the events in order, and to use the story language, i.e. the repeated phrase.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to hear the medial phoneme sound and know its letter name, and to be able to talk about where a story takes place and to re-tell it.* **Ch:** *What are we going to take away?* **TA:** *You are going to use these pictures to help you tell the story. Remember to use the phrase we talked about.* Give each child a set of four pictures from the story you have read. Choose four important events from the story. For example, if you are using *Suddenly!*: 1. Preston on path with Wolf following. 2. Preston leaving shop, Wolf under tins. 3. Preston leaving school, Wolf falling off roof. 4. Steamroller crashing, Preston in shop.

WEEK 8 SESSION 37

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to hear the medial phoneme and know its letter name, and to be able to talk about where a story takes place and to re-tell it. In this session the children will learn: • how to read and spell CVC words, and to use ideas from stories when they are writing their own sentences.
Phonics Five • Manipulate phonemes to read and spell CVC words.	**Vowel Rap and Full Circle** • Say the Vowel Rap together. See if Pip gets it right this time! • Play Full Circle. • Give out letters *ch, o, p, i, t, a.* • The first word is *chop.* Children with those letters come out to make the word. Say the phonemes and the whole word together. Write it up on the board. • Call out the next word. The children decide who stays and who swaps. Say the phonemes and the whole word. • Continue until you come full circle. • Words: *chop, chip, tip, tap, top, chop.*
Text Ten • Link personal experience with events in stories. • Think about what you are going to write and orally rehearse before writing. • Use a capital letter for personal pronoun *I.* • Know that a line of writing is not necessarily the same as a sentence.	**Shared Writing** • Briefly re-cap yesterday's story. • Explain that you are going to write some sentences as though you were in the story. Look at one page from the story to give an idea for the setting. • When writing, use two sentences, with the sentence stems 1) *I was* … and 2) *Then I* … . • Give the children time to talk about their own ideas and then decide on two sentences to write. Say them together. • Write the first sentence, talking about what you are doing and asking the children to help with spellings. Emphasise the use of the capital *I* at the beginning of the first sentence. • Read through. Talk about the full stop. • Write the second sentence. Talk about the use of the capital *I* even though it is in the middle of a sentence. • Demonstrate that a sentence does not necessarily fit on a single line.
Fast Finisher • Segment to spell and blend to read CVC words.	**Quick activity: make words with letter cards** • Give the children one set between two of the letters *ch, o, a, p, i, t.* • Ask the children if they can make a CVC word using some of these letters. • Watch as the children make words. • Ask each pair to read their word.
Take Away	• Each child has a set of the six letter cards or magnetic letters. They have to make as many CVC words as they can.

Resources

Large set of letter cards *ch, o, a, p, i, t* (*Progression in Phonics* PCMs 7/12, 19, 5, 20, 13, 24).
Big book from yesterday.
Shared Writing materials.
Small set of letter cards or magnetic letters (one set per child): *ch, o, a, p, i, t* (PCM, p. 215).

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WEEK 8 SESSION 38

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to read and spell CVC words, and to use ideas from stories when writing their own sentences. In this session the children will learn: • how to spell more CVC words, and to put words in order to make sentences.
Phonics Five • Spell CVC words, including digraphs.	**Use a phoneme frame to write CVC words** • Each child has a three-box phoneme frame and pen. Tell them to listen carefully as Pip says a word. As a group, segment the phonemes and then the children will write the word using the boxes on the phoneme frame. • Ask them to point to the letters, say each phoneme, and then say the whole word. • Check that each word is right. • Remind the children about 'two letters, one phoneme' if necessary. • Words: *shed, fish, chip, sun, hat, shop.*
Text Ten • Use knowledge of phonics, word recognition to identify words. Check for meaning.	**Sentence level work** • Read the sentences you wrote yesterday and remind the children that there are two ideas written in two sentences. • Cut up the sentences into words, leaving the full stop with the final word in each sentence. Muddle them up. • The group sits around a large piece of paper. Work together to put the sentences together again using the sheet of paper as backing (landscape). Find the capital *I* to start the first sentence, look for words they know, and find the final words and full stops. • Read the finished sentences together to check for sense. • Muddle up the words again. Repeat the sentence-making as before, but turn the backing paper so that it is portrait-style. • Talk about the fact that the end of the line does not necessarily mean the end of the sentence. • Read the sentences together, emphasising reading phrases rather than word by word.
Fast Finisher	**Quick activity: individual sentence boards** • Give each child a copy of the cut-up sentences and a sentence board. • Ask them to put the board in front of them in portrait position. • The children have a go at re-making the sentences. • Encourage the children to re-read in phrases rather than word by word. Encourage them to 'point' with their eyes instead of their fingers.
Take Away	• The children each take away their cut-up sentences to practise making and reading sentences.

Resources

Individual three-box phoneme frames and pens.
Shared Writing sentences from yesterday.
Scissors.
Large piece of paper.
Six individual sentence boards.
Cut-up sentences, one set for each child.

WEEK 8 SESSION 39

Summary: Thursday

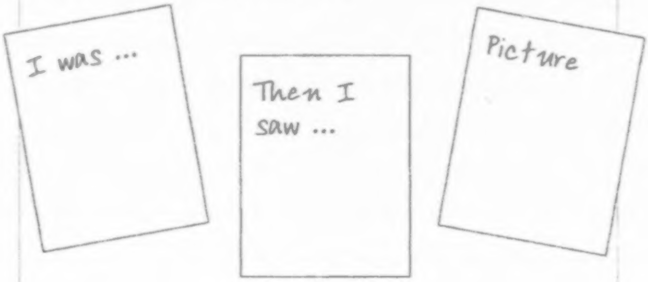
Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to spell more CVC words, and to put words in order to make sentences. In this session the children will learn: • how to identify phonemes in the middle of words, and to learn to spell the words in their sentences.
Phonics Five • Identify phonemes in the medial position.	**Circle Swap Shop** • The children sit in a circle and are each given a picture / object. Pip says a word and they listen, identify the middle vowel, and decide whether their object has that middle vowel. • If their object matches, they stand up and swap places with another child who also has an object with that middle vowel. • Pictures / objects: man, bag, bed, peg, lid, pig. Words to say: *cat, leg, pin.* • If there is time, repeat using six more pictures / objects: hat, flag, sock, clog, bus, duck. Words to say: *tap, dog, plug.*
Text Ten • Read and spell high frequency words, e.g. *was, school, then, saw.*	**High frequency words and spelling** • Make flashcards using four words from Tuesday's Shared Writing sentences. The words should be chosen from Appendix list 1, e.g. *was, school, then, saw.* • Hold up the first card. The children read the word and look carefully at it. They close their eyes and try to remember it. They write it with their fingers in the air. Then they pretend to write it with their finger on another child's back. • Each child then writes the word on their whiteboard. Show the flashcard again and ask children to check to see whether their word is right. If they have made mistakes, ask them to look carefully at the difficult part of the word. • Repeat for each word.
Fast Finisher	**Quick activity: Writing Flap Cards** • Give out the Writing Flap Cards with the four words they have just been learning written under the flaps. Check that they can read each word. • Practise writing one of the words.
Take Away	• Writing Flap Card with the four words written on, so they can learn to read and spell these words.

Resources

12 pictures / objects: man, bag, peg, bed, lid, pig, hat, flag, sock, clock, bus, duck.
Flashcards (four words from the Shared Writing sentences, e.g. *was, school, then, saw*).
Individual whiteboards and pens.
Writing Flap Cards with the four words written on (one for each child).

WEEK 8 SESSION 40

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to identify phonemes in the middle of words, and to spell the words in their sentences. In this session the children will learn: • how to blend phonemes to read CVC words, and to write about things that have happened to themselves using ideas from stories.
Phonics Five • Blend phonemes in CVC words for reading.	**Vowel Rap and Bingo** • Pip has been practising the Vowel Rap. The children listen to him and then join in. • Give out three Bingo cards, one between two, keeping a set of word cards to use for calling the words. • Pip calls out a word. The children look for the word on their card, and tick if they have it. • Continue until one pair has ticked all their words and shouted Bingo! • Look at the Bingo card together. Check with the word cards that have been called.
Text Ten • Write about personal experience linked with events and language in stories. • Talk about what you are going to write before writing. • Use capital letter for personal pronoun *I*. • Use phonological knowledge and sight vocabulary when spelling. Write simple sentences, use capital letters and full stops.	**Guided Writing: make a simple Zig-zag book** • Tell the children that they are going to make their own Zig-zag book using ideas that have been talked about this week. • Show the children the format of the book and talk about each section. • Explain that they are going to write a sentence about where they went or what they did on the first page. The second page will have a sentence about what they saw. They can draw a picture on the third page.  I was ... Then I saw ... Picture • Give time for the children to talk about what they are going to write about to a partner. They are then going to use their own ideas for their writing. • Support the writing of the first sentence, beginning *I was...*. Ask the children which sort of letter they use when writing *I*. • Prompt and support the children as they write independently. • Encourage them to spell high frequency words accurately. • Check that they are using capital letters and full stops for each sentence.

WEEK 8 SESSION 40

Summary: Friday *(continued)*

Aims/Objectives	Activities
Fast Finisher	**Quick activity: read Zig-zag books** - Ask each child to read their book to Pip and the rest of the group. Pip is very pleased every time he hears a complete sentence.
Take Away	- The children take home the Zig-zag books. They can draw the picture on the third page and read the book to somebody else.

Resources

Three Bingo cards, from *Progression in Phonics* (PCMs 108, 109).
Pens.
Vowel Rap.
Zig-zag books (A4 paper folded into three sections), one for each child.

END OF WEEK 8

Progress Check 2

	COMMENTS
Word level: phonic and letter knowledge ● Hear and say phonemes in medial position (*a, e, i, o, u*). ● Know the letter names of the vowels. ● Segment and spell CVC words. ○ Blend and read CVC words. **Word level: word knowledge and sight vocabulary** ○ Read and write the words *the, what, you, my, make, put, on, here, is, our, was, school, then, saw.* ***In Guided Reading:*** ● 'Point' with eyes, only using finger at point of difficulty. ● Use phonic knowledge to check and self-correct, using initial and final sounds. ● Apply knowledge of sight vocabulary. ***In Guided Writing:*** ○ Apply phonic knowledge to attempt spelling. ○ Apply knowledge of sight vocabulary when spelling.	
Sentence level ● Understand that a line of writing is not the same as a sentence. ***In Guided Reading:*** ○ Re-read a sentence if stuck or to attempt/check a tricky word. ○ Use the meaning of a sentence to attempt a tricky word. ***In Guided Writing:*** ● Identify a sentence when writing and when re-reading own writing to check for sense. ● Write simple sentences, using capital letters and full stops. ● Write two captions.	
Text level ○ Re-tell a story from a series of pictures. ***In Guided Reading:*** ○ Use knowledge of context to attempt a tricky word. ***In Guided Writing:*** ● Use familiar text as a model for their own writing.	

Week 9

WEEK 9 SESSIONS 41–45

Overview of objectives

Text focus: Non-chronological report
Example text: *Whose Baby?* by Jason Amber, Rigby Red Giant ISBN 043304232X
Outcome: New page for the Information Book
High frequency words: *has, can, got* (revise *this*)

Objective (*NLS Framework for teaching, YR objectives*)	**Taught through**
Word ***PiP* Step 2**	
1 To hear phonemes within consonant clusters. **3** To segment to spell words containing consonant clusters in initial position (CCVC) and final position (CVCC). **4** To blend to read words containing consonant clusters in initial and final position.	• Phonics Five sessions each day.
Y1 term 2: 6, 9	
6 To read on sight approximately 30 more high frequency words from Appendix list 1.	• being used in Shared Writing, Session 42, and sentence level work and Take Away activity in Session 43.
9 To spell common irregular words from Appendix list 1.	• using high frequency words in independent writing, Session 44.
Sentence **Y1 term 2: 2, 5, 6**	
2 To use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	• sentence level work and Take Away in Session 43; being applied in Guided Reading, Session 45.
5 To continue demarcating sentences in writing, ending a sentence with a full stop.	• being demonstrated in Shared Writing, Session 42, and reinforced through sentence level work, Session 43; being applied independently in writing task, Session 44.
6 To use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.	• sentence level work, Session 43; being applied in Guided Reading, Session 45.
Text Reading **Y1 term 2: 2, 17, 19**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• sentence level work and Take Away activity in Session 43, and applied independently in Guided Reading, Session 45.
17 To use the terms *fiction* and *non-fiction*, noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams.	• being demonstrated in Shared Reading, Session 41, and applied in Take Away activity, Session 41; being reinforced in Guided Reading, Session 45.
19 To predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and to check to see if it does.	• being demonstrated in Shared Reading, Session 41, and applied in Take Away activity, Session 41; being reinforced in Guided Reading, Session 45.

(continued on next page)

WEEK 9 SESSIONS 41–45

Overview of objectives *(continued)*

Objective *(NLS Framework for teaching,* Y1 term 2 objectives)	***Taught through***
Text Writing **Y1 term 2: 12, 25** **12** Through Shared and Guided Writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately. **25** To assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.	• being demonstrated in Shared Writing, Session 42, and applied in writing task, Session 44. • being demonstrated in Shared Writing, Session 42, and applied in writing task, Session 44.
Speaking and Listening • Predict content of a non-fiction text from the title and illustration. • Give a reason to back up a point of view.	• Shared Reading, Session 41, and Guided Reading, Session 45.

WEEK 9 SESSIONS 41–45

Notes for the class teachers

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- predict the contents from the cover, title, etc;
- reinforce the difference between fiction and non-fiction;
- if reading non-fiction, find examples of headings, pictures and facts;
- involve the group in circling a sentence (e.g. with an acetate sheet over the page);

Shared Writing

- write more than one sentence;
- use simple sentences to describe;
- involve the children in using phonological, graphic knowledge and sight vocabulary to spell words;

High frequency words

- draw attention to these words when doing Shared Reading and Writing: *has, can, got, this;*
- involve the children in recognising the words in texts and in 'having a go' at writing them. Refer to the quick-fire words that the group have been learning week by week;

Word level

- draw attention to initial consonant clusters;
- involve the group in counting phonemes;

Guided Reading

- As well as doing your own guided session with the group, please select an appropriate text for the group to use for Guided Reading on Friday. This should be a non-fiction book, ideally a non-chronological report from the appropriate Book Band for the group.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Looking for features of information texts.
Tuesday:	Quick-fire word games.
Wednesday:	Rearranging parts of a non-chronological report.
Thursday:	Writing Flap Cards: *this, has, can, got.*
Friday:	Guided Reading book and new page of non-chronological report.

Note on selecting texts

The focus in the ELS sessions this week is on non-chronological reports. The teaching assistant will need an example of this type of text to use for Shared Reading on Monday. If the example title is not available in school, please help the teaching assistant find a suitable text. This could be one that you have read with the class at another time. There is a sheet on 'Understanding non-chronological reports' in the teaching assistant's folder to help with the features of this text type.

WEEK 9 SESSION 41

Summary: Monday

Aims/Objectives	Activities
Oral Opener	In the previous week the children learned: • how to blend phonemes to read CVC words, and to write about things that have happened using ideas from stories. In this session the children will learn: • to hear and say phonemes in CCVC words, and to find out what is in a report.
Phonics Five • Hear and say phonemes in CCVC words.	**Sound Buttons** • Tell the children that the game today involves some careful listening. Explain that you will say a word, the children then need to segment the phonemes and count them. • Say the word *stop*. Pip segments *s-t-o-p* and places down four counters, one for each phoneme. • Give each child six counters. • Say these words: *skip, sit, clap, fat, swim, leg, frog.* • The children segment and count the phonemes, putting a counter down for each phoneme. Check that they are right. • Point out that there are two consonants before the vowel in some of these words.
Text Ten • Predict what a book will be about by looking at cover, title, blurb, etc. • Give a reason to back up a point of view. • Identify the features of a non-chronological report.	**Shared Reading** • Choose a non-chronological report that has headings and simple information on each page. • Look together at the cover, title and blurb, and ask the children to predict the contents. Ask them to explain their prediction. • Choose a page to read. Read through the whole page, then go back and identify the heading, the picture, and the information by sticking labels on them. • Look at the type of information included in the text. Explain to the children that this type of book is factual and does not talk about feelings. • Look at other pages to reinforce the main features.
Fast Finisher	**Quick activity: look for features of information text** • The children have a copy of another page from the shared text. • Check that they can quickly point at the heading, the picture, and the information.
Take Away	• The children each take another information book. They have a checklist and magnifying glass, and need to find the heading, picture and information.

Resources

Counters (six for each child).
Big book – non-chronological report, e.g. *Whose Baby?* by Jason Amber, Rigby Red Giant.
Repositionable notes for labelling: *heading, picture, information.*
Page from big book (reduced), copied for each child.
Selection of six or more simple information books from the class or school library (non-chronological reports if possible). These could be linked to the class topic theme.
Copies of checklist (PCM, p. 216), one for each child.
Six magnifying glasses.

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WEEK 9 SESSION 42

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: - how to hear and say phonemes in CCVC words, and to find out what is in a report. In this session the children will learn: - how to hear and say phonemes in CCVC words, and to write their own page for a report.
Phonics Five - Hear and say phonemes in CCVC words.	**Sound Buttons** - Remind the children about the game from yesterday. - Give the children six counters each. - Say the following words one at a time: *slip, pig, trip, box, clap, dog, flag, sun, plan, smell, clock*. - Ask the children to segment the phonemes and place a counter on the table for each phoneme. - Check that the children have put down the correct number of counters.
Text Ten - Assemble information from own experience. - Use simple sentences to be based on examples from reading. - Apply phonological, graphic knowledge and sight vocabulary to spell words.	**Shared Writing** - Think about an extra page which could be added to yesterday's book, e.g. information about another animal. Refer back to the big book to remind the group of the features, etc. - Ask the children to make suggestions about which animal / thing to write about. - Have a page format drawn out: heading, picture, information points. - Ask the children to think of two things which can be described in two sentences. - Decide on two sentences and say them all together. - Start by writing the heading. - Write the two sentences using the structure: *This is a … It has / can …* - Encourage the children to use their knowledge of high frequency words and phonic knowledge. - Read through what you have written together, helping the children to spot the sentences.
Fast Finisher - Read and spell high frequency words: *this, has, can, got*.	**Quick activity** - Show the children a word on a card. Ask them to read it out loud and try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. - Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. - Practise *this, has, can, got*.
Take Away	- The children each take away a set of quick-fire words to play Matching Pairs, Snap or Lotto.

Resources

Counters (six for each child).
Format for page of non-chronological report (PCM, p 217).
Picture / photo of the 'thing' you are writing about, e.g. picture / photo of a kitten.
Quick-fire word cards: *this, has, can, got*.
Pairs of new words added to children's quick-fire packs.

WEEK 9 SESSION 43

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • to hear and say phonemes in CCVC words, and to write own page for a report. In this session the children will learn: • how to segment and blend phonemes, and to read sentences in a report.
Phonics Five • Segment phonemes and then blend for reading.	**Play Sticky Sound Buttons** • Write the first word. • Pip uses sticky spots like the counters to place under each phoneme, then blends the phonemes to read the word. • Repeat with six more words. Each child has a turn at sticking on spots.
Text Ten • Identify sentences in text. • Know the features of a non-chronological report. • Expect reading to make sense and check if it does not.	**Sentence level work** • Re-read a page from the big book. Place an acetate sheet over the page. • Ask the children to 'spot' sentences on the page, by putting a circle around the whole sentence. • Each child has a turn to circle a sentence. • Before the session, cut up the writing from yesterday so that the heading, picture and two sentences are all on different pieces of paper. • Show the writing muddled up on the page and read it together. Ask the children to decide what is wrong. • Work together to order the sentences. • Unstick the parts and put each one in the right place. As you are sorting, talk about the pages in the book. *What order do the parts come in on the pages in the book?* • Re-read the whole page together to make sure that it makes sense.
Fast Finisher	**Quick activity** • Give each child a copy of the four cut-up pieces of text. Ask them to read the extracts and decide what order they should go in.
Take Away	• The children take away their own copy of the cut-up information page. They practise re-arranging the parts of a non-chronological report.

Resources

Sticky dots.
Large acetate sheet.
Big book from Monday.
Previous day's writing cut up into four parts (heading, picture, sentence 1, sentence 2).
Sticky tac.
Individual copies of cut-up writing.

WEEK 9 SESSION 44

Summary: Thursday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: - how to segment and blend phonemes, and how to read sentences in a report. In this session the children will learn: - how to spell CCVC words, and how to write their own sentences and spell words correctly.
Phonics Five - Spell CCVC words.	**Magnetic Letters** - Give each child a magnetic board and a set of magnetic letters: *f, l, a, g, r, o, s, t, i, p*. - Demonstrate how to make the first word: *trip*. Say the word, segment it into phonemes, find the correct magnetic letters to make the word, and arrange them on the board. Read the word out loud. - The children follow the same process to make each of the words. - Words: *flag, frog, stop, slip, flop, trap*.
Text Ten - Apply phonological, graphic knowledge and sight vocabulary to spell words accurately. - Use simple sentences to describe, based on reading. - Use a capital letter and a full stop in a sentence.	**Write using high frequency words** - Re-read the new text for the big book that you wrote on Tuesday. Explain that they are going to write an extra sentence to give more information. - Remind them that it has got to be a fact about the 'thing' – information. - Give time for the children to talk about the sentence they want to write on their whiteboards. - As they write, prompt them to use words they know how to spell, their phonic knowledge, and their idea of a sentence. - Encourage them to read through the sentence to themselves and someone else to check for meaning. - After the session, photocopy the boards ready for the children to take home their sentences on Friday.
Fast Finisher - Read and spell high frequency words.	**Quick activity: Writing Flap Cards** - Write the words under the flaps beforehand (*this, has, can, got*). - Check that the children can read each word. - Practise learning and then writing *this*.
Take Away	- Take away the Writing Flap Cards and practise spelling the four words.

Resources

Magnetic boards for each child.
Set of magnetic letters for each child: *f, l, a, g, r, o, s, t, i, p*.
Big book from Monday and Shared Writing from Tuesday.
Whiteboards and pens, one for each child.
Writing Flap Cards with *this, has, can, got*.

WEEK 9 SESSION 45

Summary: Friday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to spell CCVC words, and to write their own sentences and spell correctly. In this session the children will learn: • how to spell CCVC words, and how to read a non-fiction book on their own.
Phonics Five • Spell CCVC words.	**Magnetic Letters** • Give the children a magnetic board and a set of magnetic letters between two: *c, k, l, s, s, u, a, t, r, o, i*. • Demonstrate how to make the first word: *stick*. Say the word, segment it into phonemes, find the correct magnetic letters to make the word and arrange them on the board. Read the word out loud. • Point out that the final phoneme is spelled with two letters. • The children take it in turns to make words following the same process each time. • Words: *stuck, track, trick, truck, cross, class, slot, clot*.
Text Ten • Recognise the features of non-fiction. • Understand how to read non-fiction (not necessarily the whole book). • Track text visually. • Use strategy of omitting unknown words. • Extract information from a non-fiction text.	**Guided Reading** • The class teacher selects a non-fiction book from Bands 4 or 5 (depending on the ability of the group). • ***Book Introduction:*** Look at the title, cover, etc. Predict whether it will be fiction or non-fiction. Remind them of the features of the big book read this week. Ask the children to circle a sentence with their finger. Read the introductory page together. Practise finding facts. Introduce any new or difficult vocabulary. • ***Strategy check:*** The children follow the print with their eyes rather than finger; pause when they get to the end of a sentence; if stuck, try reading on to the end of the sentence. Set a reading task: *Read one page and find out a fact.* • ***Independent reading:*** The children read independently from another page in the book while you offer support. • ***Return to text:*** Praise the children for their problem-solving. • ***Response to text:*** Ask each child to tell you the fact they discovered.
Fast Finisher • Review and apply learning.	**Review of the week** • Talk about things they have done and what they have learned, e.g. how to spell words with two consonants at the beginning; how a non-chronological report is written. • Talk about how to apply their learning to reading and writing.
Take Away	• The children take away the Guided Reading book and a copy of the Shared Writing 'page' (reduced to A4).

Resources

Magnetic boards and sets of magnetic letters: *c, k, l, s, s, u, a, t, r, o, i* (one between two).
Guided Reading books (Bands 4 or 5, simple non-chronological report if possible).
A4 copy of Shared Writing (new page for information book) and copy of own writing from whiteboard (Thursday) for each child.

Week 10

WEEK 10 SESSIONS 46–50

Overview of objectives

Text focus: Patterned language text
Example text: *This is the Bear* by Sarah Hayes, Walker Books
Outcome: Rhyming sentences, on label for a teddy bear
High frequency words: *who, came,* (revising *school* and *our*)

Objective (*NLS Framework for teaching*, Y1, term 2 objectives):	***Taught through***
Word ***PiP* Step 5**	
1 To hear phonemes within consonant clusters.	• Phonics Five sessions each day.
3 To segment to spell words containing consonant clusters in initial position (CCVC) and final position (CVCC).	
4 To blend to read words containing consonant clusters in initial and final position.	
Y1 term 2: 6, 9	
6 To read on sight approximately 30 more high frequency words from Appendix list 1.	• sentence level work, Session 48; quick-fire words, Session 47; high frequency words, Session 49.
9 To spell common irregular words from Appendix list 1.	• Shared Writing, Session 47; high frequency words, Session 49; independent writing, Session 50.
Sentence **Y1 term 2: 1, 2, 5**	
1 To expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text.	• sentence level work, Session 47.
2 To use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	• being demonstrated in Shared Reading, Session 46; being reinforced in sentence level work, Session 48.
5 To use the term *sentence* correctly to identify sentences in text, i.e. those demarcated by capital letters and full stops.	
Text Reading **Y1 term 2: 2, 5**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• being demonstrated in Shared Reading, Session 46; sentence level work, Session 48.
5 To identify and record some key features of story language from a range of stories and to practise reading and using them, e.g. in oral re-tellings.	• Shared Reading and Fast Finisher, Session 46; being reinforced throughout the week.
(continued on next page)	

Overview of objectives *(continued)*

Objective (*NLS Framework for teaching*, Y1, term 2 objectives):	**Taught through**
Text Writing **Y1 term 2: 12, 13** **12** Through Shared and Guided Writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately. **13** To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words and lines.	• being demonstrated in Shared Writing, Session 47; being applied in the spelling activity, Session 49, and independently in Guided Writing, Session 50. • being demonstrated in Shared Writing, Session 47, and applied independently in Guided Writing, Session 50.
Speaking and Listening • Substitute patterns in simple rhymes. • Predict patterns in text.	• Shared Reading and Take Away, Session 46; being reinforced throughout the week. • Shared Writing, Session 47; Guided Writing, Session 50.

WEEK 10 SESSIONS 46–50

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- identify patterns in text;
- read fluently with attention to punctuation;
- demonstrate how to use phonological, contextual and grammatical knowledge to work out words;

Shared Writing

- use 'talk for writing' to discuss and refine ideas, and to rehearse orally the structure of complete sentences before writing;
- demonstrate how to use patterns from reading for own writing;
- involve the children in working out spellings using a range of strategies, particularly: remembering quick-fire words and segmenting the phonemes in phonetically regular words;

High frequency words

- draw attention to these words when doing Shared Reading and Writing: *who, came, our, school;*
- involve the children in the group in recognising the words in texts, and in 'having a go' at writing;

Word level

- draw attention to initial consonant clusters;
- involve the group in identifying, segmenting and blending CCVC words;

Guided Reading

- please read with the group this week as usual. If possible, select another story that uses patterned language to reinforce the teaching objectives.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Talking about a teddy's adventures and drawing pictures.
Tuesday:	Quick-fire word games.
Wednesday:	Rearranging cut-up rhyming sentences.
Thursday:	Writing Flap Cards.
Friday:	Reading own 'luggage label'.

Summary: Monday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to spell CCVC words, and how to read a non-fiction book on their own. In this session the children will learn: • how to listen for consonants in words, and to read a book with patterned language.
Phonics Five • Identify the phoneme in a specified part of a word.	**Play Croaker using Pip** • Remind the children that they were working on words with two consonants at the beginning of last week. Explain that Pip is still getting in a muddle with these words and needs help. • Take the pictures / objects out of a bag. Pip says the word, but gets it wrong. The children correct the puppet. • Words (with the word Pip says in brackets): *skipping rope (slipping rope), fly (fry), spider (cider), snake (steak), bread (bed), snow (slow).* • Talk about the part of the word that was wrong each time.
Text Ten • Identify rhyming words and use the pattern of the rhyme to predict and check unfamiliar words. • Use phonological, contextual and grammatical knowledge. • Identify patterns in text. • Identify and read words in repeated phrases.	**Shared Reading** • Select a book that uses patterned language such as rhyming sentences, e.g. *This is the Bear* by Sarah Hayes, Walker Books. • Before the session, cover up the second word of a rhyming pair on one page. • Look at the cover, read the title and blurb, and encourage the children to talk about what they already know about the story. • Ask the children to listen out for the rhyming words. Start reading and carry on until you get to the word that is covered. • Work out the word together. Draw attention to the rhyming pattern, and get the children to suggest words that sound right and would make sense. Cross-check by looking at the initial and final phonemes. • Finish reading the book. • Encourage the children to give examples of rhyming words, looking back at the text to check if necessary. • Look together for repeated words and phrases *(this, is, the, who,* in *This is the Bear).* • Put an acetate sheet over a page. Ask individual children to come up and draw a circle around one of the repeated words. Repeat this on the next page if you have time. • Summarise learning by explaining that the book has patterned language because it uses rhyming words and some words are repeated on every page.
Fast Finisher • Use 'talk for writing', discussing own ideas based on the theme of the story.	**Quick activity** • Bring in a teddy bear to start discussion about things that have happened to it. • Give time for the children to talk about their own ideas for something that can happen to a bear. Encourage them to use ideas from the story.

WEEK 10 SESSION 46

Summary: Monday *(continued)*

Aims/Objectives	Activities
Take Away	• The children each have an outline drawing of the bear. They carry on thinking about ideas for adventures, and keep a record by drawing pictures around the outside.

Resources

Objects / pictures in a bag: skipping rope, fly, spider, snake, bread, snow.
Shared Reading text, e.g. *This is the Bear* by Sarah Hayes, Walker Books
Repositionable notes.
Acetate sheet and pen.
Teddy bear.
Outline drawing of a bear (PCM, p. 218), copied for each child.

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WEEK 10 SESSION 47

Summary: Tuesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to listen for consonants in words, and how to read patterned language texts. In this session the children will learn: • how to identify phonemes and spell CCVC words, and to write own rhyme like the one in the book.
Phonics Five • Identify phonemes and spell CCVC words.	**Play Phoneme Frame** • Give each child a four-box phoneme frame. Explain that you will say a word and the children need to segment the phonemes and then spell the word on the phoneme frame. • Remind them that they were listening carefully to the two consonants at the beginning of words yesterday. • Pip makes a mistake with the first word (*skip*); the children help to correct. • The children write each word. Check they have heard the consonant cluster and chosen the correct letters to represent each phoneme. • Words: *clap, trip, snap, flip, clock, brush.*
Text Ten • Revise patterns in text, and substitute own ideas; use these for writing. • Use 'talk for writing' to collect, discuss and refine ideas before writing. • Spell high frequency words correctly. • Spell using analogy with known words. • Read fluently with attention to punctuation.	**Shared Writing: text innovation** • Enlarge the 'luggage label' to A3. Before the session, think of two simple rhyming sentences that follow the same pattern as the book read yesterday. • Introduce the writing task: to make a label for the teddy using rhyming sentences that follow the same pattern as the book. • Remind the children of the repeated words from the book and tell them the first sentence. • Give time to discuss ideas for the second rhyming sentence. • Start writing, involving the children in spelling known (quick-fire) words and re-reading each sentence to check for sense. • Use analogy with known words when spelling the rhyming words, drawing attention to similarities in spelling pattern. • Read through the whole text once in a stilted way; re-read in a fluent way with the children joining in.
Fast Finisher • Read and spell high frequency words: *who, came, our, school.*	**Quick-fire words** • Show the children a word on a card. Ask them to read it out loud and try to remember it. The children either write it in the air with their finger or trace it on someone's back to practise the movements. • Next they have a go at writing the word on their whiteboards and checking the spelling by looking back at the original card. • Practise *who, came, our, school.*
Take Away	• The children each take away a set of quick-fire words to play Matching Pairs, Snap, or Lotto.

Resources

Four-box phoneme frame and pen for each child.
A3 version of 'luggage label' (PCM, pages 219–220).
Teddy bear.
Pip's pointer.
Quick-fire word cards: *who, came, our, school.*
Individual whiteboards and pens.
Packs of quick-fire words for each child, with new words added.

WEEK 10 SESSION 48

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to identify phonemes and spell CCVC words, and to write own rhyme like the one in the book. In this session the children will learn: • how to blend phonemes to read CCVC words, and to check that words make sense when you read them in a sentence.
Phonics Five • Blend phonemes in CCVC words for reading.	**Play Bingo** • Give out a Bingo card to each pair of children, with an extra one for the puppet to use, demonstrating how to play the game. • Pick a word card and call it out. The children listen to the word and check their cards, ticking it off if they have that word. • When a child shouts *Bingo!*, look at the winning card together. Check that the correct words have been ticked, helping the children blend the phonemes to read the words if necessary.
Text Ten • Expect reading to make sense and check if it does not. • Use the pattern in the text to predict and check unfamiliar words. • Use phonological and graphic knowledge to read words.	**Sentence level work** • Before the session, cut up a copy of the rhyming sentences you wrote yesterday into individual words. Spread them out on the table or carpet. • The children work together to put the words back into the correct order. • Use the pattern of the rhyme and repeated words in the sentences as prompts to help the children as they re-order. • Give further prompts as the children re-order the words and complete each sentence, using punctuation, phonic strategies and recognition of quick-fire words. • Keep re-reading the sentences so far, to check that the rhyme makes sense. When it is finished, read it through together.
Fast Finisher	**Quick activity: sort the rhyme** • Each child has a copy of the rhyming sentences cut up into words or phrases. Ask the children to sort out the words into two rhyming sentences. • The children read through the rhyme with Pip.
Take Away	• Individual copies of rhyming sentences cut into words or phrases. Practise sorting and reading.

Resources

Bingo cards: *flip, flop, flap, frog, frock / snip, snap, snack, smack, slip / clip, clap, clop, crack, clock* (see PCM, pages 221–222).

Rhyming sentences from yesterday cut into individual words.

Individual copies of rhyming sentences cut up into words and phrases: e.g. *This is the bear who / came / to / our / school / This is the bear who / looks / very / cool.*

Sentence boards.

WEEK 10 SESSION 49

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to read CCVC words, and to check that words make sense when you read them in a sentence. In this session the children will learn: • how to change the phonemes to make new words, and to use different ways to spell words.
Phonics Five • Manipulate phonemes to make CCVC words.	**Play Full Circle** • Give out one of these letters to each child (and one for Pip): *s, l, i, a, p, c, f*. • Say the first word: *slip*. Children with the correct cards come out and make the word. • Segment the phonemes, then blend to read the whole word. Write this word on the board. • Go through the list of words, the children changing places as needed to make the words. Segment and blend the phonemes each time. • The children shout *Full circle!* when you return to the first word. • Words: *slip, clip, flip, flap, clap, slap, slip*.
Text Ten • Use a range of strategies to spell words correctly. • Learn high frequency words, e.g. *this, went, who*. • Use phonic knowledge and segment phonemes to spell, e.g. *man, back, smell*.	**High frequency words and spelling** • Before the session, look back at the text you used for Shared Reading on Monday. Select about six words to cover up; they need to be quick-fire words, or words the children can segment and spell. For example, in *This is the Bear*: p.1: *This*, p.3: *man*, p.4: *back*, p.5: *went*, p.7: *who*, p.11: *smell*. • The children each have a whiteboard so that they can attempt to spell the covered words as you read through the book. • Read through the book, stopping each time you find a covered word. Talk to the children about what the word should be, and then give them a chance to write it on their whiteboards. • Prompt them to use appropriate strategies, e.g. remembering the spellings of high frequency words; segmenting the phonemes in phonetically regular words; remembering the spelling of digraphs. • Praise the children for using what they have learned about spelling when trying to spell words on their own.
Fast Finisher	**Quick activity: Writing Flap Cards** • Look together at four new words under the flaps: *who, came, our, school*. • Choose one spelling to practise. Try to remember the spelling. Cover it up. Write it. Check to see if it is correct.
Take Away	• Practise spellings using Writing Flap Cards.

Resources

Large letter cards *s, l, i, a, p, c, f* (*Progression in Phonics* PCMs 23, 16, 13, 5, 20, 7, 10).
Pre-prepared copy of text from Monday, with particular words covered with repositionable notes (see Text Ten for suggestions).
Writing Flap Cards with words written under the flaps: *who, came, our, school*.
Six whiteboards and pens.

WEEK 10 SESSION 50

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to change the phonemes to make new words, and to use different ways to spell words. In this session the children will learn: • how to hear the difference between consonant clusters, and to write their rhyming sentence.
Phonics Five • Distinguish between initial consonant cluster.	**Play Pip's Party** • Each child (and Pip) has a paper plate with a different consonant cluster written on it: *cl, fl, sl, sn, fr, cr, sw.* • Read out the words without showing them to the children. • Tell the children to listen to the consonants at the beginning of words to decide whether they should go on their plates. • The child with the correct cluster claims the word. They check by looking at the word card and making sure the initial letters are the same as the ones on their plate. • Words: *slip, slap, slick, clip, clap, clock, flip, flap, flick, snow, snap, snip, frock, frog, friend, cry, crisps, crunch, swing, sweet, swap.*
Text Ten • Use 'talk for writing' to collect and refine ideas, and to rehearse complete sentences orally before writing. • Use patterns from reading for own writing. • Substitute patterns in simple rhymes. • Use phonological, graphic knowledge and high frequency words for spelling.	**Guided Writing** • Remind the children about the 'luggage label' written on Tuesday. Introduce the idea that they will write their own label today, using their own ideas. • Give time for discussion, to collect and rehearse ideas. Prompt by giving examples of first sentences, for the children to complete with rhyming second sentences, if needed. For example, *This is the bear who fell out of bed. This is the bear who bumped his head.* Or *This is the bear I like to cuddle. This is the bear who fell in a puddle.* • Encourage each child to say the whole rhyme out loud before they write, and to keep repeating it as they re-read their own writing, to help them remember what they want to write next. • Support the children as they write independently, reminding them to use the spelling strategies practised yesterday. Prompt them to punctuate sentences correctly. • The children write on the 'luggage label' sheet (PCM, p. 219). Further support can be given by letting them write on a sheet that has the sentence stems already filled in (PCM, p. 220).
Fast Finisher • Review and reinforce learning.	**Review of the week** • Each child has a turn to sing through their new verse. • Talk about what they have learned this week, e.g. how to segment and blend phonemes to spell and read CCVC words; how to write their own verse for a song.
Take Away	• Song sheet to take home and sing to their family.

Resources

Word cards for Pip's party: *slip, slap, slick, clip, clap, clock, flip, flap, flick, snow, snap, snip, frock, frog, friend, cry, crisps, crunch, swing, sweet, swap.* (PCM, p223)
Paper plates with consonant clusters written on.
Copies of 'luggage label' sheet (either blank, or with sentence stems written in).
(PCM, pages 219–220)

Week 11

WEEK 11 SESSIONS 51–55

Overview of objectives

Text focus: Simple dictionary
Example text: *Look for Me in This ABC* by Monica Hughes, Rigby Red Giant
Outcome: Dictionary of people in the class
High frequency words: *like, because*

Objective (*NLS Framework for teaching*, Y1, term 2 objectives):	***Taught through***
Word **PiP Step 5**	
1 To hear phonemes within consonant clusters.	• daily Phonics Five sessions.
3 To segment to spell words containing consonant clusters in initial position (CCVC) and final position (CVCC).	
4 To blend to read words containing consonant clusters in initial and final position.	
Y1 term 2: 6, 9	
6 To read on sight approximately 30 more high frequency words from Appendix list 1.	• sentence level work, Session 53; Guided Reading, Session 50.
9 To spell common irregular words from Appendix list 1.	• being demonstrated in Shared Writing, Session 52; being applied independently in Guided Writing activity and Writing Flap Cards, Session 54.
Sentence **Y1 term 2: 1, 2, 5**	
1 To expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text.	• sentence level work, Session 53; Guided Reading, Session 55.
2 To use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	• sentence level work, Session 53; Guided Reading, Session 55.
5 To continue demarcating sentences in writing, ending a sentence with a full stop.	• being demonstrated in Shared Writing, Session 52; being applied independently in Guided Writing activity, Session 54.
Text Reading **Y1 term 2: 2, 19, 20**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	• being applied in Guided Reading, Session 55.
19 To predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does.	• being demonstrated in Shared Reading, Session 51; being applied in Guided Reading, Session 55.
20 To use simple dictionaries, and to understand their alphabetical organisation.	• being introduced in Shared Reading, Session 51; being applied independently in Fast Finisher and Take Away, Session 52, and Guided Reading, Session 55.

(continued on next page)

Overview of objectives *(continued)*

Objective (*NLS Framework for teaching*, Y1, term 2 objectives):	***Taught through***
Text Writing **Y1 term 2: 12, 23** **12** Through Shared and Guided Writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately. **23** To produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts.	● being demonstrated in Shared Writing, Session 52; being applied independently in Guided Writing activity, Session 54. ● (as above)
Speaking and Listening ● Describe artefacts.	● 'talk for writing' in Shared Writing, Session 52, and Guided Writing activity, Session 54.

WEEK 11 SESSIONS 51–55

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their ELS sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- predict contents from cover, title, blurb;
- if appropriate, involve the children in finding words in dictionaries;
- involve the group in circling a sentence in the text;

Shared Writing

- involve the children in applying phonological and graphic knowledge and their sight vocabulary in order to spell words. Remind the children to use their knowledge of quick-fire words when spelling;
- if possible, model the writing of an extended caption, using *because*;

High frequency words

- draw attention to these words: *like, because;*
- use mnemonics. The group are learning to spell *because* this week. One of the strategies suggested is to use a mnemonic to help remember the letter order. If this is an approach that you use in class, you could ask the group to teach the rest of the class the mnemonic for *because*;

Word level

- draw attention to final consonant clusters;
- involve the group in segmenting phonemes to spell CVCC words;

Plenary

- on Friday, the group could show their dictionary (the whole class could add their pictures and captions at a later date);

Guided Reading

- as well as doing your own guided session with the group this week, please select an appropriate text for the group to use for Guided Reading on Friday. Ideally this would be a simple dictionary from the appropriate Book Band for the group.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Ordering name cards into alphabetical order.
Tuesday:	Finding words in a dictionary.
Wednesday:	Reassembling cut-up sentences.
Thursday:	Writing Flap Cards: *like, because.*
Friday:	Guided Reading book – dictionary.

Summary: Monday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to hear the difference between consonant clusters, and how to write their own rhyming sentences. In this session the children will learn: • how to hear consonant clusters at the end of words, and how to use a dictionary.
Phonics Five • Hear phonemes within consonant clusters in the final position.	**Play Croaker using Pip** • Remind the children that they were looking at consonants at the beginnings of words last week. Explain that they will be looking at final consonant clusters this week. • Take the first picture / object out of the bag. Pip says the word correctly. Segment the phonemes and identify the final consonant cluster. • Next picture / object: Pip says the word and gets the final consonant cluster wrong. The children help identify the part of the word that was wrong, and say it correctly. • Pictures / objects: hand, rubber band (*rubber bad*), list (*lint*), belt (*bent*), milk (*mink*), pond (*pod*).
Text Ten • Predict what the book will be about by looking at cover, blurb, etc. • Understand the alphabetical organisation of dictionaries. • Use simple dictionaries.	**Shared Reading** • Select a big book version of a simple dictionary. • Look at the front and back cover, title and blurb. Predict what the book will be about. • Look at the organisation of the book, particularly the alphabet displayed at the side or top of the page. Talk about the entries being in alphabetical order. • Choose two or three pages to look at in more detail, reading the entry. Explain that dictionaries not only list words, but also explain them. • Use the children's knowledge of the alphabet to find another word, helping them to judge whereabouts in the dictionary the word might be, depending on the position of the word in the alphabet. • Look at further pages if you have time.
Fast Finisher • Reinforce understanding of alphabetical order.	**Quick activity: sort names into alphabetical order** • Give out one set of name cards to each child in the group. • The children sort themselves into alphabetical order.
Take Away	• Each child has a set of name cards and an alphabet strip. They practise sorting the name cards into alphabetical order.

Resources

Bag with objects / pictures: hand, rubber band, list, belt, milk, pond.
Big book dictionary, e.g. *Look for Me in This ABC*, Rigby Red Giant, or any other simple themed dictionary (e.g. Oxford Literacy Web).
Pip's pointer.
Group's name cards – set of six for each child.
Alphabet strips for each child.

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WEEK 11 SESSION 52

Summary: Tuesday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to hear consonant clusters at the end of words, and how to use a dictionary. In this session the children will learn: • how to identify consonant clusters at the ends of words, and how a dictionary works.
Phonics Five • Segment phonemes in CVCC words.	**Play Sound Buttons** • Remind the children that they were listening to the consonant clusters at the ends of words yesterday. • Explain Sound Buttons: they are going to hear a word, say it, segment the phonemes, count the phonemes, and put down the right number of counters – one per phoneme. • When you have said a word, and checked the number of counters, talk about the two phonemes at the end of the word. • Demonstrate moving the two counters together as they say the word. • Words: *felt, fist, jump, wasp, land, task.*
Text Ten • Produce extended captions. • Use 'talk for writing' to discuss and refine ideas and to rehearse sentences orally before writing. • Spell high frequency words – e.g. by using a mnemonic.	**Shared Writing: class dictionary** • Make up a dictionary before the session. Put the letters of the alphabet across the top of each page, or down the side. Put in photos of the teacher and teaching assistant with captions added. • Show the dictionary to the children and explain the format. • Introduce the idea of writing a page for Pip. Give the children time to discuss ideas and then write the caption, e.g. *Pip likes painting pictures because it is fun.* • Demonstrate how to write the sentence, involving the children in spelling words. • Talk about the spelling of *because* (and introduce a mnemonic if appropriate). • Re-read the whole sentence.
Fast Finisher • Use simple dictionaries, and understand their alphabetical organisation.	**Quick activity: dictionary game** • Give each child a letter card and a picture dictionary. • Each has to find a word beginning with the letter on their card. • The game could be played against the clock, with each child being timed.
Take Away	• Each child has six different letters and a dictionary. They must see how quickly they can find a word beginning with each of the letters in their dictionaries.

Resources

Counters – six per child.
Pre-made class name dictionary (with the alphabet written across the top or down the side of each page).
Six picture dictionaries.
Sets of six letter cards for each child: *a, d, m, t, g, w.*
Stopwatch (optional).

WEEK 11 SESSION 53

Summary: Wednesday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: ● how to identify consonant clusters at the end of words, and how a dictionary works. In this session the children will learn: ● how to spell consonant clusters at the end of words, and to find and read sentences.
Phonics Five ● Spell CVCC words.	**Magnetic Letters** ● Give each child a magnetic board and set of magnetic letters: *n, d, k, b, a, l, i, s*. ● Use one board to demonstrate, showing the children how to say the word, segment the phonemes, identify the correct letters and put them into the right order on the magnetic board. Read the word together. ● Repeat this process for these words, with each child making the word on their own board: *bank, and, ink, link, blink, kind, sand, sink, sank*.
Text Ten ● Identify sentences in a text. ● Understand the concept of a sentence. ● Expect the words in a sentence to make sense.	**Sentence level work** ● Look at a page from the big book dictionary read on Monday. Put a sheet of acetate over it. ● Introduce the idea of being 'sentence spotters', and check that the children know how to find a sentence. ● Pip has a go at circling a sentence, but firstly circles a word, and then a line of writing. Read what has been circled to see if it makes sense. ● The children show Pip how to circle a whole sentence. ● Show the sentence written yesterday with words in the wrong order. ● Work together to sort the words into the correct order, checking for a capital letter, a full stop and that the sentence makes sense.
Fast Finisher	**Quick activity: sentence-making** ● Give the children their own copy of the cut-up sentence. ● The children make the sentence on their sentence boards. ● Encourage them to re-read the sentence and check that it makes sense. ● Turn the sentence board the other way and re-make the sentence again.
Take Away	● Each child takes away an envelope with the cut-up sentence and sentence board. Practise making the sentence.

Resources

Magnetic board and set of magnetic letters (*n, d, k, b, a, l, i, s*) for each child.
Big book from Monday.
Acetate sheet and dry-wipe marker.
Large copy of sentence from Tuesday cut up into separate words.
Sticky tac.
Small copies of the sentence from Tuesday cut up into separate words – one for each child.
Sentence boards – one for each child.

WEEK 11 SESSION 54

Summary: Thursday *(Example of full session script included)*

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to spell consonant clusters at the end of words, and to find and read sentences. In this session the children will learn: • how to spell more consonant clusters at the end of words, and how to write sentences, spelling words correctly.
Phonics Five • Spell CVCC words.	**Letter fans** • Prepare a letter fan for each child with these letters written on: *l, s, t, b, e, f, i, a.* • Remind the children that they have been learning about consonant clusters at the ends of words. • Demonstrate how to say a word, segment the phonemes, find the letters on the fan and then read the word. Start with *belt*. • Read further words and give the children time to find the letters. When you call *Show me!* they all show you their fans. If there are any difficulties, say the word, segment the phonemes and support the children in finding the correct letters. • Words: *belt, best, felt, fist, list, last, fast, salt.*
Text Ten • Write extended captions. • Use 'talk for writing' to rehearse sentences orally before writing. • Use phonological and graphic knowledge to write words.	**Guided Writing using high frequency words** • Before the session, prepare photos of each child, or pictures they have drawn themselves. • Look back at the dictionary you have made. Read the entry for the class teacher to remind the children of the sentence structure. • Each child composes a sentence about themselves to go in as their dictionary entry. Use this structure: *[own name] likes … because … .* • Support them as they each write their own sentence. Remind them of spelling strategies. Help them to think about choosing a word with the same initial letter as their name (alliteration).
Fast Finisher • Reinforce alphabetical order.	**Quick activity: putting work in the dictionary** • Each child reads their sentence. Ask them which page their picture and caption need to go on in the dictionary. Stick them in the book. • If you have time, read through some of the dictionary pages together.
Take Away	• Writing Flap Cards with the words *like* and *because* to practise and learn.

Resources

Letter fans for each child with the following letters: *l, s, t, b, e, f, i, a.*
Group's own dictionary, with sentences from the class teacher, teaching assistant and Pip already written on appropriate page.
Photos or pictures of each of the children.
Paper for writing captions, and glue.
Writing Flap Cards with *like* and *because*.

WEEK 11 SESSION 54

Example of session script

Teaching points	Activities / Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to spell consonant clusters at the end of words, and to find and read sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning:* • *to spell more consonant clusters at the end of words;* • *to write our own sentences and spell words correctly.*
Phonics Five • Spell CVCC words.	**Letter fans** Prepare a letter fan for each child with these letters written on: *l, s, t, b, e, f, i, a.* *Today we are going to use letter fans to make some words. Which part of the word have we been concentrating on this week? The consonant clusters at the end of words.* *Pip's going to try one first. Watch carefully to see whether he gets it right.* Say the first word, *belt.* Pip repeats the word and segments the phonemes, but misses out one consonant: *b-e-t.* Pip finds the letters *b, e* and *t* on the letter fan. Read the word together. *What has Pip forgotten to put in his word? He's only put one consonant at the end instead of two. Let's help him put it right.* Read the word together. *Now you can make some words.* Read the word and give the children time to find the letters. When you call *Show me!* they all show you their fans. If there are any difficulties, say the word, segment the phonemes, and support children in finding the correct letters. Words: *belt, best, felt, fist, list, last, fast, salt.*
Text Ten	**Guided Writing using high frequency words** You will need photos of each child or pictures that they have drawn of themselves for this activity. Start by looking together at the dictionary that you have been making together, with the entries that you have written already for the teaching assistant, Pip and class teacher.
• Write extended captions.	Turn to the page for the class teacher's dictionary entry and read together what he / she has written. For example: *Which page will Ms Smith be on? Let's read what Ms Smith has written about herself. 'Ms Smith likes sausages because they are scrumptious.' Now you can write a sentence about yourself for our dictionary.*
• Use 'talk for writing' to rehearse complete sentences orally before writing.	Hand out the photos and give the children time to talk about what their sentence will be. *You need to think about something that you like, and explain why you like it.* Go round the group and make sure that each child can say the sentence out loud that they intend to write. Help them with the structure: *[own name] likes … because … .*

WEEK 11 SESSION 54

Example of session script *(continued)*

Teaching points	Activities / Teaching prompts or script
- Use phonological and graphic knowledge to write words.	Support the children as they each write their sentence on paper (to be stuck in the dictionary at the end of the session). Prompt them to use spelling strategies, e.g. saying the word and segmenting phonemes, thinking about spellings that they know, using word lists, etc. If possible, help them to try to think about a word that begins with the same letter as their name, e.g. *Aiden likes apples … , Davinder likes doughnuts … .*
Fast Finisher - Reinforce alphabetical order.	**Quick activity: putting work in the dictionary** Each child reads their sentence. Ask them which page their picture and caption need to go on in the dictionary. Stick them in the book. If you have time, read through some of the dictionary pages together.
Take Away	**TA:** *What have we learned today?* **Ch:** *We have been spelling more consonant clusters at the end of words, and writing our own sentences.* **Ch:** *What are we taking away?* **TA:** *Here are your Writing Flap Cards. The two new words are 'like' and 'because'. You are going to practise spelling and writing these words. Can anyone remember our saying for 'because'? Yes, that's right: 'big elephants can always understand small elephants'.* Each child takes away their Writing Flap Cards and practises spelling the new words.

WEEK 11 SESSION 55

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • how to spell more consonant clusters at the end of words, and how to write sentences, spelling words correctly. In this session the children will learn: • how to spell more consonant clusters at the end of words, and how to read a book on their own.
Phonics Five • Segment, spell and write CVCC words.	**Play Phoneme Frame** • Give each child a four-box phoneme frame. • Demonstrate how to say a word, segment the phonemes and then spell the word by writing the letter for each phoneme in one box. • Say these words for the children to spell: *hand, list, belt, jump*. • Check that they have heard the final consonant cluster and that they have spelled it correctly.
Text Ten • Orchestrate all cues. • Solve problems independently, drawing on a range of cues and checking for meaning. • Use simple dictionaries.	**Guided Reading** • Select a Guided Reading text (Bands 4 or 5), a simple dictionary. • Write out a set of words from the dictionary on cards. • ***Book introduction:*** Look at the cover, title and blurb. Predict what type of book it will be. Ask the children to find a word, and check that they remember how to use a dictionary. • ***Strategy check:*** Talk about things to do when you are stuck, such as sounding out, reading on to see what would make sense, seeing if it looks like another word they know. • ***Independent reading:*** The children pick a card, look up the word in the dictionary, read the caption and then pick another card. Support the children as they read independently. • ***Return to the text:*** Each child tells you about something they have read in the dictionary. • ***Response to the text:*** Which dictionary read this week did they prefer?
Fast Finisher • Review and apply learning.	**Review of the week** • Ask the children to remember some of the things they have done, and things they have learned during the week, e.g. read dictionaries; learned how to spell words with consonant clusters at the end; learned to spell *because*. • Talk about how to apply their learning to reading and writing.
Take Away	• The children take home their Guided Reading book, and read it again to someone at home.

Resources

Seven four-box phoneme frames.
Six simple dictionaries as Guided Reading books.
Word cards (six words chosen from the Guided Reading dictionary).

Week 12

WEEK 12 SESSIONS 56–60

Overview of objectives

Text focus: Fairy story

Example texts: 'Cinderella', e.g. retold by Stan Cullimore, Pelican Big Book, Longman or 'Take 2' series, Ginn

Outcome: Re-telling of 'Cinderella', Zig-zag book

High frequency words: *after, once, time, live(d)*

Objective (*NLS Framework for teaching*, Y1, term 2 objectives):	Taught through
Word ***PiP* Step 5**	
1 To hear phonemes within consonant clusters.	• Phonics Five sessions each day.
3 To segment to spell words containing consonant clusters in initial position (CCVC) and final position (CVCC).	
4 To blend and read words containing consonant clusters in initial and final position.	
Y1, term 2: 6, 9	
6 To read on sight approximately 30 more high frequency words from Appendix list 1.	• being introduced in Shared Reading, Session 56; sentence level work, Session 58.
9 To spell common irregular words from Appendix list 1.	• Guided Writing, Sessions 57, 59, 60; Take Away activity, Session 59.
Sentence **Y1, term 2: 2, 5, 6, 7**	
2 To use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	• being demonstrated in Shared Reading, Session 56.
5 To continue demarcating sentences in writing, ending a sentence with a full stop.	• being applied in Guided Writing, Sessions 57, 59, 60.
6 To use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.	• being emphasised in Text Ten work throughout the week.
7 To use capital letters for the personal pronoun *I*, for names and for the start of a sentence.	• being applied in Guided Writing, Sessions 57, 59, 60, particularly capitals for names and beginning of sentences.

WEEK 12 SESSIONS 56–60

Overview of objectives *(continued)*

Objective (*NLS Framework for teaching*, Y1, term 2 objectives)	***Taught through***
Text Reading **Y1 term 2: 2, 4, 5**	
2 To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	● being demonstrated in Shared Reading, Session 56; sentence level work and Take Away activity, Session 58.
4 To re-tell stories, giving the main points in sequence, and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer relevant phrases and sentences.	● being introduced in Fast Finisher and Take Away, Session 57; being applied in oral rehearsal for writing, Sessions 57, 59, 60.
5 To identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral re-tellings.	● being introduced in Shared Reading and Take Away activity, Session 56; being applied throughout the week.
Text Writing **Y1 term 2: 12, 14, 16**	
12 Through Shared and Guided Writing, to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.	● being applied in Guided Writing sessions, Sessions 57, 59, 60.
14 To represent outlines of story plots using captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version.	● being introduced in Fast Finisher and Take Away, Session 56; being returned to throughout the week to structure re-telling and Guided Writing.
16 To use some of the elements of known stories to structure own writing.	● Guided Writing, Sessions 57, 59, 60.
Speaking and Listening: ● Recollect the main events from a known story in sequence. ● Create a story with the children, asking them to predict what will happen next.	● being introduced in Fast Finisher and Take Away, Session 56; being returned to throughout the week to structure re-telling and Guided Writing; sentence level activities, Session 58.

WEEK 12 SESSIONS 56–60

Notes for the class teacher

These notes are designed to help the class teacher ask questions and prompt involvement from members of the ELS group. The group will be working on different objectives to the rest of the class during their additional sessions, but should be as fully involved as possible in the whole-class teaching.

When you are working with the whole class you could:

Shared Reading

- identify the beginning, middle and end of a stor;
- read fluently, running pointer under whole lines rather than pointing word by word.
- demonstrate the use of phonological, contextual and grammatical knowledge to work out unfamiliar words;
- re-tell stories giving main points in sequence;
- identify key features of story language in text (fairy story if possible) you are reading.

Shared Writing

- use 'talk for writing', providing opportunities for the children to discuss their ideas, to refine them, and to rehearse complete sentences orally before writing;
- demonstrate how to use storybook language in own writing;
- use phonological and graphic knowledge and high frequency words to help spell words;

High frequency words

- draw attention to these words when doing Shared Reading and Writing: *once, time, lived, after;*
- involve the children in the group in recognising the words in texts and 'having a go' at writing;
- refer to these and other quick-fire words that the children have learned. Expect them to recognise these words when reading and spell them correctly when writing;

Word level

- draw attention to final consonant clusters;
- involve the group in identifying, segmenting and blending CVCC words;

Plenary

- Invite the group to re-tell the story of Cinderella (as late in the week as possible – use picture cards as prompts). As this is the final session, you could plan an opportunity for the group to tell the class about some of the things they have done and things they have learned;

Guided Reading

- When reading with the group this week, aim to select a re-telling of a traditional tale at an appropriate level to reinforce the teaching objectives.

Ideas for independent work: new activities in the Take Away pack this week

Monday:	Re-tell the story of Cinderella with picture cards as prompts, using storybook language at the beginning and end of the story.
Tuesday:	Quick-fire word games.
Wednesday:	Re-order sentences.
Thursday:	Writing Flap Cards, and finish writing middle of story if necessary.
Friday:	Zig-zag book to take home to read.

Notes for the class teacher *(continued)*

(The main emphasis this week is on the children writing their own version of the 'Cinderella' story. They may well need extra time to complete this, particularly after Thursday's session when they are writing the 'middle'.)

Progress Check / Exit Strategy (see pages 122– 23 and 156)
At the end of the week the group will have completed the 12-week ELS Programme. You need to use the third Progress Check during Guided Reading and Writing sessions. Then meet with the teaching assistant and members of the school implementation team to review individual progress and decide upon the most appropriate action to take.

- Children who have made good progress should not need any further support.
- Children who have made some progress but need an extra boost to help them secure skills and gain confidence could be given the 'top-up' ELS sessions as part of a small group.
- Children who have not made significant progress should be considered for further assessment, probably involving local SEN and learning support services. This may lead to specialised one-to-one support through SEN resources.

WEEK 12 SESSION 56

Summary: Monday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: - how to spell consonant clusters at the end of words, and how to use what they know to read a book on their own. In this session the children will learn: - how to blend phonemes to read words with consonant clusters at the end, and to identify the structure of a fairy story.
Phonics Five - Blend phonemes and read CVCC words.	**Bingo** - Give out Bingo cards, one between two. Give an extra copy of the card to Pip. - Read out the word cards. - The children tick on their card if they have the words. - The pair with all the words ticked wins. - Check against the word cards.
Text Ten - Identify beginnings and endings in a fairy story. - Identify the structure of a fairy story. - Use contextual, grammatical and phonic knowledge to work out words. - Re-tell stories, giving main points in sequence.	**Shared Reading: 'Cinderella'** - Before you read, show the children some props or picture cards and ask them to try to guess which fairy story they will be reading today. - As you read, run the pointer under whole lines rather than individual words to emphasise fluent reading. - Show the children cards for *beginning, middle, end,* and ask them to try to decide which part of the story is the beginning / middle / end. - On the first page, cover the words *once, time* and *lived.* Demonstrate the use of different cues to work out the unknown words. - Read up to the arrival of the invitation, and label the 'beginning'; read on to the clock striking midnight and Cinderella losing her slipper, and label the 'middle'; read to the 'end' and label it such. - Quickly recap what happened in each part of the story.
Fast Finisher	**Quick activity: picture game** - Everyone (including Pip) has a picture of an event in 'Cinderella'. - Each one identifies where their picture comes in the story and stands in line.
Take Away	- Give each child a set of pictures to tell the story to themselves.

Resources

Bingo cards (*Progression in Phonics*, PCMs 112, 113).
Word cards for Bingo (*wimp, wind, whisk, west, went; held, hump, hand, hulk, hunt; must, musk, mist, milk, mint*).
Big book version of 'Cinderella' (simple version).
Props or pictures: glass slipper, wand, clock at midnight, pumpkin, mice (PCM, p.225).
Three word cards: *beginning, middle, end* (PCM, p. 231).
Sticky tac.
Pip's pointer.
Cards depicting events in story, 1–8 (one set per child) (PCM, pages 239–240):
1. Cinderella cleaning floor.
2. Stepsisters shouting at Cinderella.
3. Invitations.
4. Fairy Godmother, pumpkin and mice.
5. Prince and Cinderella dancing.
6. Slipper and clock at midnight.
7. Trying on slipper.
8. Wedding.

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WEEK 12 SESSION 57

Summary: Tuesday

Aims/Objectives	*Activities*
Oral Opener	In the previous session the children learned: • how to read words ending in consonant clusters, and to identify the structure of a fairy story. In this session the children will learn: • how to move phonemes around to make CVCC words, and to write two sentences for the beginning of the story.
Phonics Five • Manipulate phonemes to make CVCC words.	**Full Circle** • Give out the letter cards *b, s, t, l, n, p, m, e*. (The teaching assistant and Pip will need a card too.) • Read out the first word. Children with those letters come and make the word. • Segment the phonemes and then blend to read the word. Write it on the board and ask the children to watch out for when you come back to that word. • Call out each word. The children change places as necessary. • Segment and blend the phonemes each time. • Words: *best, belt, bent, pent, pelt, melt, met, net, nest, best.*
Text Ten • Use term *sentence* appropriately. • Use some elements of known stories to structure own writing. • Use 'talk for writing'. • Use phonological and graphic knowledge to write words.	**Guided Writing** • Before the session, make up Zig-zag books for each child and stick the Cinderella pictures into the books. • Look at the first two pictures and ask the children to talk to their partners about their ideas for the first two sentences in the story. Remind them to use story language, and what a sentence is. • Support the children as they write independently, reminding them of a range of spelling strategies. • Ask the children to check that their writing makes sense, by re-reading it to themselves.
Fast Finisher • Read and spell high frequency words: *once, time, lived, after.*	**Quick-fire words** • Show the children a word on a card. Ask them to read it out loud, then try to remember it. • They either write it in the air with their finger or trace it in on someone's back to practise the movements. • Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. • Practise *once* and *time* in this way, and *lived* and *after* if you have time.
Take Away	• The children each take away their set of quick-fire words and play word games with them.

Resources

A4 letter cards: *b, s, t, l, n, p, m, e* (*Progression in Phonics*, PCMs 6, 23, 24, 16, 18, 20, 17, 9).
Zig-zag books with at least 8 pages (from long strip of paper), one for each child.
Copy of picture set used for re-telling yesterday, one for each child. Pictures to be stuck into the Zig-zag book.
Quick-fire word cards: *once, time, lived, after,* with small copies added to the children's packs.

WEEK 12 SESSION 58

Summary: Wednesday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • to manipulate phonemes to make CVCC words, and to write two sentences for the beginning of a story. In this session the children will learn: • to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.
Phonics Five • Distinguish between final consonant clusters.	**Play Pip's Party** • Give out paper plates to each child and to Pip. Write different final consonant clusters on each of the plates: *-st, -ft, -lt, -sk, -mp, -nk, -nd.* • Read out the words without showing the children. • The children listen for the final consonant cluster and decide which plate it goes on. • Check by looking at the last two letters on the word card. • Words: *best, list, nest, lift, gift, raft, melt, salt, felt, desk, rusk, mask, bump, chimp, lamp, sink, bank, think, hand, wind, send.*
Text Ten • Identify structure of a fairy story.	**Sentence level work** • Cut up a set of the Cinderella picture / sentence cards and give out one to each child, to Pip and the teaching assistant. • Everyone reads the sentence on their own card. • Start by identifying the two sentences at the beginning of the story. Those children stand up in the right order. • Identify the sentences in the middle, and help the children sort out the order. Emphasise the need to read the sentences and check that the story makes sense. • Find the last two sentences for the end of the story. Talk about the traditional ending for a fairy story. • Each child reads out their own part of the story in the correct order.
Fast Finisher	**Quick activity: sentence sorting** • The children have a set of the Cinderella picture / sentence cards and work with a partner to put them in the right order.
Take Away	• The children take away a set of the Cinderella picture / sentence cards to re-order and re-read.

Resources

Seven paper plates, each with a consonant cluster written on them: *-st, -ft, -lt, -sk, -mp, -nk, -nd.*
Word cards: *best, list, nest, lift, gilt, raft, melt, salt, felt, desk, rusk, mask, bump, chimp, lamp, sink, bank, think, hand, wind, send.*
Copy of Cinderella picture / sentence cards (see above) cut up into eight separate parts of the story.
Small version of the cut-up sentences and illustrations for each child.

WEEK 12 SESSION 59

Summary: Thursday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order. In this session the children will learn: • to distinguish between different consonant clusters, and how to write the middle of the story.
Phonics Five • Identify and distinguish between final consonant clusters.	**Play Throw It In The Hoop** • Put three hoops in the middle of the carpet; the children sit around the edge. Each hoop has an object / picture with a different final consonant cluster: toast, pink, sand. • Each pair of children has three pictures / objects. Make sure that the children know what each picture is of. • The children take it in turns to throw their pictures / objects in the appropriate hoops. • Look at each thing together and check that they have identified the final consonants correctly. • Pictures / objects: nest, vest, first, ink, tank, wink, pond, hand, wand.
Text Ten • Use phonological and graphic knowledge to write words. • Use some of the elements of known stories to structure own writing. • Mental and oral rehersal of writing.	**Guided Writing: the middle of the story** • Give out Cinderella Zig-zag books from Tuesday and ask the children to read through what they have written so far. • Explain that they have written the beginning, and now they need to write the middle of the story. • The children look at the next four pictures and tell their partners what happens. Ask them to re-phrase what they are saying so that they make it into four sentences. • Support as the children write their sentences independently. Encourage them to use their own strategies for spelling. • Provide difficult vocabulary on the board, e.g. *invitation, Cinderella, Fairy Godmother, prince*.
Fast Finisher	**Quick activity: read own stories** • Remind the children that their sentences need to make sense, and that they are using ideas from the Cinderella story. • Each child reads out their story so far. Others listen carefully to check that it makes sense and suggest changes where needed.
Take Away	• Writing Flap Cards: *once, time, lived, after.* • Cinderella books to finish off 'middle' of story if necessary.

Resources

Three hoops.
Pictures / objects: toast, pink, sand, nest, vest, first, ink, tank, wink, pond, hand, wand.
Cinderella Zig-zag books, continued from Tuesday.
Writing Flap Cards with *once, time, lived, after* written under the flaps.

WEEK 12 SESSION 60

Summary: Friday

Aims/Objectives	Activities
Oral Opener	In the previous session the children learned: • to distinguish between final consonant clusters, and how to write the middle of the story. In this session the children will learn: • to identify initial and final consonant clusters in CVCC words, and to write the end of a fairy story.
Phonics Five • Identify initial and final consonant clusters in CCVC and CVCC words.	**Play Rubbish Or Treasure?** • The children sit in a circle with Pip in the middle. He has a bin on one side and a 'treasure chest' on the other. Each child has two or three pictures / objects. • Explain that Pip is collecting words with consonant clusters at the end. If the word does not have a consonant cluster at the end, it goes in the bin. • The children take it in turns to say the word and decide whether to give it to Pip to put in the 'treasure chest', or put it in the bin. • At the end of the game, check the contents of the bin and Pip's collection. *Is everything in the right place?* • Pictures / objects: hand, pond, list, belt, milk, wand, rubber band, bank, vest, nest, clock, snow, frog, flag, brush, black, slug.
Text Ten • Oral and mental rehearsal. • Use elements of a fairy story to structure own writing.	**Guided Writing: the end of the story** • Give out the Cinderella Zig-zag books and ask the children to re-read the story so far. Remind them that they have written the beginning and middle of the story, so now they need to write the end. • Look at the last two pictures and ask the children to think of two sentences to finish the story. • Support the children as they work independently. Encourage them to use their own words when re-telling the story and to think of their own strategies for spelling words. • As they finish, ask the children to read through their whole story and check that they are happy with it.
Fast Finisher	**Review of the Programme** • Before the session, think about each child in the group. Identify at least one thing that they have learned or an achievement during the time they have spent with you. • Tell the children that this is the last session, and ask them to think about things they have done. • Give the children thinking and talking time, and go round the group asking for ideas. • Ask the children to think of things that they have learned. • Give time to think, and help each child to think about at least one thing they have achieved. Congratulate them!
Take Away	• Take Cinderella Zig-zag book home to read to family.

Resources

Pictures / objects: hand, pond, list, belt, milk, wand, rubber band, bank, west, nest, clock, snow, frog, flag, brush, black, slug.

Cinderella Zig-zag books started on Tuesday.

END OF WEEK 12

Progress Check 3

	COMMENTS
Word level: phonic and letter knowledge - Hear, say and count phonemes in some words. - Segment and blend CVC words. - Sort some words into alphabetical order by initial letter (using an alphabet strip).	
Word level: word knowledge and sight vocabulary - Read and write words from previous Progress Checks: *Is, my, this, a, big, day, away, said, the, what, you, make, put, on, here, is, our, was, school, then, saw.* - *has, can, got, like, because, who, came, after, once, time, lived* ***In Guided Reading:*** - 'Point' with eyes, using finger only at point of difficulty. - Use phonic knowledge to check and self-correct, using initial, medial and final sounds. - Apply knowledge of sight vocabulary. - Identify and read words such as *once, upon, time, lived, after.* ***In Guided Writing:*** - Apply phonic knowledge to attempt spelling. - Apply knowledge of sight vocabulary when spelling. - Apply knowledge of story language in own writing.	
Sentence level - Match sentences to pictures. - Put two cut-up sentences together and re-read. - Understand that a line of writing is not the same as a sentence. ***In Guided Reading:*** - Read the text fluently, with attention to punctuation. - Re-read a sentence if stuck or to attempt / check a word. - Use the meaning of a sentence to attempt a tricky word. ***In Guided Writing:*** - Say and write sentences and check for sense. - Write simple sentences using capital letters and full stops. - Write captions.	

Progress Check 3 *(continued)*

	COMMENTS
Text level ○ Find the heading, the picture and some information in an information text. ○ Know the difference between a fiction and an information text. ● Predict what a book is about from looking at the cover, title and blurb. ○ Re-tell a fairy story in the correct sequence. ○ Make up an extra verse or phrase based on a repetitive / patterned text. ***In Guided Reading:*** ○ Use knowledge of context to attempt a tricky word. ***In Guided Writing:*** ● Use familiar text as a model for own writing.	

Appendix

1 Screening Pack 125–152

2 Identification of ELS group – Frequently Asked Questions 153–154

3 Flowchart for selection of ELS target group 155

4 Establishing an exit strategy at the end of the group intervention: Notes for the class teacher 156

5 Flowchart to establish an exit strategy from the ELS programme 156

6 ELS sessions: Glossary of terms 157–158

EARLY LITERACY SUPPORT

Screening and Selection

Screening Pack

SECTION A Background notes for teachers 126

SECTION B Notes on screening 127

SECTION C Screening tasks 130

1. *Word level screen* 130
2. *Reading screen* 134
3. *Writing screen* 142
4. *Speaking and Listening screen* 146

SECTION A

Background notes for teachers

Teachers throughout the first year of school closely monitor the progress of children. It is important that misunderstandings, confusion and difficulties are quickly identified and children are supported to stay on track with the teaching objectives. The screening checklists included in these materials are designed to complement your ongoing assessments and confirm the organisation of children prior to the selection of the ELO group.

All of the checklists can be completed within the Literacy Hour structure, using whole-class time or guided group work. The completion of the screening will require class teachers and teaching assistants to work in partnership. The checklist will provide useful information as you monitor progress towards the objectives in Y1 term 1. In addition to the key objectives from the *NLS Framework for teaching*, aspects of Speaking and Listening are included in the screening.

Notes on screening

Selection of children

Children making expected levels of progress at the end of Y1 term 1 will be achieving the appropriate objectives. They can do the following things.

Word level

- Generate rhyming strings.
- Demonstrate secure alphabetic letter knowledge and understand letter order.
- Discriminate and segment all three phonemes in CVC words and blend phonemes in CVC words for reading.
- Read on sight a number (approximately 30) of high frequency words and other familiar words.
- Spell a range of common irregular words.
- Gather new words from shared experiences and a range of reading to use in speech and writing.
- Read books in Reading Recovery Book Bands 3/4.

Reading

- Read familiar simple stories and poems independently.
- Describe settings and incidents from stories they have read and relate them to personal experience.
- Use their enthusiasm for books and reading to improve their performance.
- Access and use information from the four 'searchlights' to check their reading and problem-solve new words on the run.

Writing

- Converse about a variety of incidents, ideas and personal experiences.
- Compose and scribe several sentences about one subject, applying phonic and orthographic knowledge to spell simple words.
- Read back their own work and notice some errors.

Speaking and Listening

- Demonstrate growing confidence when speaking.
- Explain and justify what they say.
- Speak clearly and audibly.
- Answer questions, holding to the point.
- Listen to the contributions of others with concentration and attention.

Notes on screening

Children working at these levels do not require additional support through this programme. Support for these pupils will continue to focus on the appropriate termly objectives from the *NLS Framework for teaching*.

Children not achieving the expected levels may need to be considered for selection for the programme. The screening can be delivered in whole-class teaching sessions and in groups during shared, guided and independent work.

The group (maximum six) will be tracked through shared whole-class work, closely observed in guided work, and their independent work will be evaluated during the plenary. Children identified through ongoing observation and assessment as not operating at the appropriate objectives should be priorities for the screening.

Planning and delivery of screening during the Literacy Hour

The assessment materials are designed to support your teaching through the Literacy Hour. A full class screening could be completed in one week. Focused Literacy Hours are planned against the Y1 term 1 objectives and include many opportunities to assess the target group.

- Shared Reading could be the context for the Speaking and Listening screen.
- Word level work could be the context for the Word level screen.
- Guided Reading could be the context for the Reading screen.
- Guided Writing could be the context for the Writing screen.
- Independent working time could be the context for the sight vocabulary screening, which can be carried out with the children by the teaching assistant.
- Plenary sessions could be the context for the phonological awareness screening.

The observations completed during whole-class teaching will be supported by the teaching assistant. The class teacher is expected to complete the Guided Reading and Writing checklists.

Children with Special Educational Needs (SEN)

The Intervention Programme is designed to support accelerated learning back to the appropriate *NLS Framework for teaching* objectives. The inclusion of children with specific learning needs requires careful consideration. The professional judgement of teachers, SENCOs and LEA SEN support services should be used to consider how appropriate the materials are to the needs and learning targets of these children. It may be appropriate to include all children identified and review progress after ten lessons. Where teaching assistants or support teachers for SEN are available, their involvement in ELS may prove beneficial. There should also be consideration of specific learning needs during the screening process: for example, children with emotional or behavioural difficulties may demonstrate their learning more effectively in a one-to-one situation.

Provision beyond the Early Literacy Support Programme will focus on individual needs identified through the IEP.

Children learning English as an Additional Language (EAL)

It is important to distinguish between literacy difficulties and proficiency in English. Where an assessment of a child's English suggests that he or she may have an underlying difficulty with language, it is vital to cross-check with specialist bilingual teachers and teachers of children with special needs.

ELS is likely to benefit many children learning EAL. The professional judgement of teachers and LEA Ethnic Minority Achievement Services should be used to consider how appropriate the materials are to the learning needs of children and whether any modification is required. Where bilingual teachers or support staff are available, their involvement in ELS is likely to prove beneficial. It is important to consider the impact of a child's learning of EAL during the screening process: for example, a newer arrival may be reticent in whole-class or group sessions, and conceptual understanding may well be ahead of the ability to express ideas in English. Further guidance can be found in *A Language in Common: Assessing English as an Additional Language* (QCA, 2000).

Conclusion

Screening provides additional information to complement the teacher's assessment profile. It is important to use all information from a broad range of sources and over time to support your judgements.

SECTION C

Screening tasks (1–4)

1. Word level screen

The aim of the screen is to look at different aspects of Word level knowledge and understanding:

- to check phonic skills and knowledge;
- to check whether children can segment and blend phonemes to spell and read CVC words (i.e. *Progression in Phonics* – Step 4);
- to see how many words children can read on sight from a selection of 30 taken from the high frequency list for YR;
- to check children's understanding of rhyme.

There are three parts to the screening, which can be carried out by the teacher and teaching assistant during the Literacy Hour:

1. Segmenting and blending CVC words as part of games played in the whole-class Word level session.
2. Reading high frequency words when working individually with the teaching assistant during independent time.
3. Generating rhyming strings as part of the whole-class plenary session.

These three parts are looked at in more detail below.

1.1. Phonic knowledge

- Select two games from Step 4 of *Progression in Phonics* to play during the Word level session with the whole class.
- Teaching assistant focuses attention on the group being screened that day.
- Games will involve the children in segmenting to spell CVC words and blending phonemes to read CVC words.
- Children should be sitting close to the teaching assistant so he or she can listen to what they are saying and observe their attempts, e.g. when using Fans.

Suggested games:

For segmenting:

Fans (*PiP* p. 28 and PCMs 53–55)

- Rotate the three possible word lists for this game over five days.
- Target group have their own fans, the rest of the class can work in pairs.
- Teacher reads out words.
- Children identify the phonemes and segment them to spell the word.
- Teaching assistant checks the group being screened and records what the children have done.

Screening tasks (1–4)

Each day the whole class will be involved in playing the game in pairs, as usual, but the focus group for screening will have one fan each. As the teacher reads out the words, each individual will try to identify the phonemes and segment them to spell the words. They will show the teaching assistant their fan. The teaching assistant will complete the appropriate column in the screening checklist, recording the phonemes that were correctly identified.

For blending:

Bingo (*PiP* p. 33 and PCMs 108–109)
Silly Questions (*PiP* p. 31 Step 4 and PCMs 63–91).

- Children being screened are each given a Bingo card.
- Teaching assistant sits with the group to observe if children can blend the phonemes, and records their attempts on the Word level screening checklist (p. 132).

1.2. High frequency words

- Carried out during independent time.
- Teaching assistant works with individual children.
- A set of 30 word cards are supplied on page 133.
- Spread word cards face down on the table.
- Ask child to turn over the cards and read the words he or she knows.
- The activity needs to have a fast pace.
- Teaching assistant collects the words and checks them off on the screening checklist.

1.3. Rhyme

- Check children's understanding of rhyme during the plenary session.
- Read simple rhymes for the children to join in with.
- Point out pairs of rhyming words.
- Ask the children to think of other words that would rhyme to make a rhyming string.
- Record accuracy and suggestions on the screening checklist.
- Ideas for rhymes: 'Twinkle, Twinkle Little Star' (*star / are; high / sky*);
  'Worms Wiggle' (*wiggle / giggle; hop / clop; slide / glide; creep / leap; bounce / pounce; stalk / walk*);
  'Five Little Monkeys' (*shore / four; three / tree; glue / two; bun / one*).

Word level screen

	PHONICS (whole-class work)		**HIGH FREQUENCY WORDS** (independent time)																	RHYME (plenary) *Continue a rhyming string ...*
NAME:	Segmenting	Blending	up	are	the	for	my	you	come	get	they	she	cat	dad	and	big	said			
			no	can	going	was	play	yes	like	dog	is	mum	look	this	went	away	see			
NAME:	Segmenting	Blending	up	are	the	for	my	you	come	get	they	she	cat	dad	and	big	said			
			no	can	going	was	play	yes	like	dog	is	mum	look	this	went	away	see			
NAME:	Segmenting	Blending	up	are	the	for	my	you	come	get	they	she	cat	dad	and	big	said			
			no	can	going	was	play	yes	like	dog	is	mum	look	this	went	away	see			
NAME:	Segmenting	Blending	up	are	the	for	my	you	come	get	they	she	cat	dad	and	big	said			
			no	can	going	was	play	yes	like	dog	is	mum	look	this	went	away	see			
NAME:	Segmenting	Blending	up	are	the	for	my	you	come	get	they	she	cat	dad	and	big	said			
			no	can	going	was	play	yes	like	dog	is	mum	look	this	went	away	see			
NAME:	Segmenting	Blending	up	are	the	for	my	you	come	get	they	she	cat	dad	and	big	said			
			no	can	going	was	play	yes	like	dog	is	mum	look	this	went	away	see			

High frequency word cards

up	you	cat
no	yes	look
are	come	dad
can	like	this
the	get	and
going	dog	went
for	they	big
was	is	away
my	she	said
play	mum	see

2. Reading screen

The Reading screen should be completed during Guided Reading on a new text from the group's current Book Band. It is important that children are reading books at their instructional level and are supported to read independently. Guided Reading provides an important time for teachers to focus on small groups; observations made when pupils are reading in a broad range of other situations should be used to supplement the screening process.

The screening checklist is designed to support the chronology and organisation of Guided Reading:

- Book introduction
- Knowledge about reading (strategy check)
- Independent reading
- Response

Book introduction	***Knowledge about reading (strategy check)***	***Independent reading***	***Response***
Demonstrates interest in the book: – comments on pictures; – asks questions; – creates story from pictures.	Identifies at least two reading strategies. Teacher asks: *What can you do if you can't read a word?* Child responds: – *You can look at the picture.* – *You can look at the first letter.* – *You can sound it out.* – *You can read the sentence again.*	Reads independently with enthusiasm and concentration. Uses a range of 'searchlights' to problem-solve: – phonic knowledge: sounds out and blends CVC words. – contextual knowledge: self-corrects *school / home.* – grammatical knowledge: *We went to the park* – self-corrects *want / went.* – graphic knowledge: locates high frequency words.	Comments on a story outcome; responds to questions about text. Re-tells a story: child re-tells story in sequence. Recalls and uses patterned language: teacher starts known rhyme, child completes it. Gives a personal viewpoint: *I've got a dog at home called Max.*

Screening tasks (1–4)

Key aspects of the reading process are included in the screening checklist. It is important to remember that specific questions will be determined by the text and the screening materials provide a minimum of information. You may want to complete a more detailed diagnostic assessment including a miscue analysis, or Running Record (see p. 139), and a detailed check of early reading behaviours and strategies (see p. 138).

Reading screen

Name	Book introduction	Knowledge about reading (strategy check)	Independent reading	Response to text
	Demonstrates interest in the book ☐	Identifies at least two reading strategies ☐	Reads independently with enthusiasm and concentration ☐ Uses a range of 'searchlights' to problem-solve: phonic knowledge ☐ context / meaning ☐ grammatical knowledge ☐ graphic knowledge ☐	Comments on story outcome ☐ Re-tells a story ☐ Recalls and uses patterned language ☐ Gives a personal viewpoint ☐
	Demonstrates interest in the book ☐	Identifies at least two reading strategies ☐	Reads independently with enthusiasm and concentration ☐ Uses a range of 'searchlights' to problem-solve: phonic knowledge ☐ context / meaning ☐ grammatical knowledge ☐ graphic knowledge ☐	Comments on story outcome ☐ Re-tells a story ☐ Recalls and uses patterned language ☐ Gives a personal viewpoint ☐
	Demonstrates interest in the book ☐	Identifies at least two reading strategies ☐	Reads independently with enthusiasm and concentration ☐ Uses a range of 'searchlights' to problem-solve: phonic knowledge ☐ context / meaning ☐ grammatical knowledge ☐ graphic knowledge ☐	Comments on story outcome ☐ Re-tells a story ☐ Recalls and uses patterned language ☐ Gives a personal viewpoint ☐

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Reading screen *(continued)*

Name	**Book introduction**	**Knowledge about reading (strategy check)**	**Independent reading**	**Response to text**
	Demonstrates interest in the book ☐	Identifies at least two reading strategies ☐	Reads independently with enthusiasm and concentration ☐ Uses a range of 'searchlights' to problem-solve: phonic knowledge ☐ context / meaning ☐ grammatical knowledge ☐ graphic knowledge ☐	Comments on story outcome ☐ Re-tells a story ☐ Recalls and uses patterned language ☐ Gives a personal viewpoint ☐
	Demonstrates interest in the book ☐	Identifies at least two reading strategies ☐	Reads independently with enthusiasm and concentration ☐ Uses a range of 'searchlights' to problem-solve: phonic knowledge ☐ context / meaning ☐ grammatical knowledge ☐ graphic knowledge ☐	Comments on story outcome ☐ Re-tells a story ☐ Recalls and uses patterned language ☐ Gives a personal viewpoint ☐
	Demonstrates interest in the book ☐	Identifies at least two reading strategies ☐	Reads independently with enthusiasm and concentration ☐ Uses a range of 'searchlights' to problem-solve: phonic knowledge ☐ context / meaning ☐ grammatical knowledge ☐ graphic knowledge ☐	Comments on story outcome ☐ Re-tells a story ☐ Recalls and uses patterned language ☐ Gives a personal viewpoint ☐

Screening tasks (1–4)

Early Reading checklist

Book introduction

- Knows how to hold a book.
- Knows front and back cover.
- Looks through book without being prompted to do so.
- Knows when to start reading.
- Left page is read before right page.

Strategy check

- Matches a spoken word to a written word.
- Uses pictures to access meaning.
- Reads the print from left to right on two lines of text.
- Can find known words within the text.
- Searches for information cues.
- Cross-checks on information cues.

Independent reading

- Reads using expression.
- Reads using phrasing.
- Notices if something does not make sense.
- Attempts to self-correct.
- Uses initial letter sounds when reading words.
- Is able to segment and blend CVC words.
- Recognises high frequency words.
- Has a second try when stuck on a word.

Response

- Can tell a story using the pictures.
- Understands that the print contains a message.
- Can re-tell with reasonable accuracy.
- Relates story to own experience.
- Notices patterns in a repetitive story.
- Initiates talk about the book.

Screening tasks (1-4)

Running Records

Running Records are individual reading records that can be taken as a check on able readers or used more regularly with struggling readers.

They are valuable for:

- recording how a child reads independently;
- analysing a child's reading in order to identify strengths / weaknesses;
- assessing the level of text difficulty for a particular child.

Record a correct response with a tick.	
Write the child's miscue above a line and the word from the text underneath.	$\frac{\text{pool}}{\text{pond}}$
Record self-correction with 'sc'. If a child inserts a word, write it in above the line.	$\frac{\text{pool / sc}}{\text{pond}}$ $\frac{\text{the}}{\quad}$
Record omissions in this way.	$\frac{\quad}{\text{the}}$
Mark repetitions with an 'R' and an arrow showing the point at which the repetition began and the point to which it goes back.	$\xleftarrow{\hspace{4em}\text{R}}$ I went to the shops
If the child repeats more than once, write in a number for the number of times the repetition has occurred.	$\xleftarrow{\hspace{4em}\text{R2}}$ I went to the shops

Screening tasks (1–4)

The teacher should not interact with the child, merely record the child's reading.
It is acceptable to:

- give the child the word after thinking time has been allowed and record this with a 'T.'
- ask the child to 'Try that again' and record it as 'TTA'.

If you prompt the child in any other way, this should also be recorded.

Administering Running Records

- After the Running Record has been taken, look at the child's errors and ask yourself the question, what has led the child to make this error?
  - Was the child using a contextual cue (m), a grammatical cue (s) or a grapho/phonic cue (v)?
  - Was the child over-reliant on any one of these?
- Analyse self-corrections in the same way. Ask what has led the child to self-correct.
- Look for patterns in a child's Running Record, e.g. making errors by guessing a word from initial letter sound. (A correct response is recorded with a tick.)

Assessing text difficulty

A Running Record can be taken on any text the child is reading and should have a total word count of approximately 100 words. If the child is reading caption books, two or three may be read consecutively. It is important to note on the Running Record sheet the category of text:

- Easy text: Over 95% of the text is read accurately (fewer than 5 errors in every 100 words).
- Instructional text: 90–95% of the text is read accurately (between 5 and 10 errors).
- Hard text: Less than 90% of the text is read accurately (more than 10 errors).

Also note how much the child is self-correcting. Although self-correcting is a positive behaviour, it could get in the way of phrased and fluent reading.

Screening tasks (1–4)

Running Record			Date			
Level of difficulty			Easy (over 95% acc.) Inst. (90–95% acc.) Hard (below 90% acc.)			
Running words Errors	error rate 1:	accuracy %				
Name	TITLE:		E	SC	ERROR MSV	SC MSV

3. Writing screen

The Writing screen should be completed within the context of a meaningful writing activity. Guided Writing provides an ideal opportunity for the teacher to structure the writing task, talk to children about their writing and observe as they independently write. Some elements of the screening can be completed outside the focused Guided Writing session, using prior observations and the ongoing assessment of work.

The Writing screen includes three important aspects of the writing process. The structure of the checklist is well supported by the chronology of Guided Writing:

- Gathering ideas and composition
- Pen to paper
- Response to writing

Gathering ideas / composition	***Pen to paper***	***Response to writing***
Generates ideas for writing: *We all went to the zoo and I saw a lion and a giraffe.*	Uses convention of sentence demarcation: sentences include use of capital letters and full stops.	Checking for meaning: child re-reads sentence.
Selects appropriate vocabulary: *After we saw the stripy zebra we had our dinner in the café and then we went home on the bus.*	Applies phonic knowledge for writing: sentences show evidence of accurate spelling of CVC words.	Expects writing to make sense – makes changes to establish meaning: child makes changes or adds to sentence.
Composes a sentence for writing: *I liked it best when the big lion roared at us.*	Writes correctly high frequency words: sentences provide evidence of accurate writing of some high frequency words.	

An example of a writing task, and a writing checklist listing some early writing markers for pupils not working at expected levels, are included on pages 144 and 145 respectively.

Screening tasks (1–4)

Writing screen

Name	Gathering ideas / composition	Pen to paper	Response to writing
	Generates ideas for writing ☐ Selects appropriate vocabulary ☐ Composes a sentence for writing ☐	Uses conventions of sentence demarcation ☐ Applies phonic knowledge for writing ☐ Writes correctly high frequency words ☐	Checks for meaning ☐ Expects writing to make sense – makes changes to establish meaning ☐
	Generates ideas for writing ☐ Selects appropriate vocabulary ☐ Composes a sentence for writing ☐	Uses conventions of sentence demarcation ☐ Applies phonic knowledge for writing ☐ Writes correctly high frequency words ☐	Checks for meaning ☐ Expects writing to make sense – makes changes to establish meaning ☐
	Generates ideas for writing ☐ Selects appropriate vocabulary ☐ Composes a sentence for writing ☐	Uses conventions of sentence demarcation ☐ Applies phonic knowledge for writing ☐ Writes correctly high frequency words ☐	Checks for meaning ☐ Expects writing to make sense – makes changes to establish meaning ☐
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Example of a writing task to support the screening process

The aim of the task is to access writing. The assessment has two parts.

1. To see how children compose a sentence before writing.
2. To see how much children know about scribing.

Administering the task

By the end of this task you should know the level of competence in writing of each of the six children in the group.

- Set context. Initiate a general discussion about what the children like doing in the playground. Prompt: *We're going to write a sentence about what you like doing in the playground.*
- After a few minutes' discussion, ask each child in turn to give you a sentence. Prompt: *Think carefully about one thing you've said that you're going to write about.*
- Be prepared to support the children through the assessment, so that each child feels they have written their own sentence. The children should listen to each other's contributions before starting to write. This will enable you to listen to and record what they say as well as to observe their behaviour.
- You may wish to make a note of what each child says, and to help prompt the children, if they forget their sentence when they begin to write.
- Fill in the Writing screen checklist as you work through the material.

Before they begin writing, give the children these reminders:

Remember to:

- *have a go at all the words in your sentence;*
- *think about where to put capital letters and full stops;*
- *check your sentence when you have finished.*

Early Writing checklist

Gathering ideas and composition

- Can give a sentence without extra prompting.
- Can give a sentence with a little prompting, e.g. *Do you remember when you said you liked running? Can you write a sentence about it?*
- Can construct a sentence with adult's support, e.g. *You said you liked running, how can you write this in a sentence? How will you begin your sentence?*
- Adult provides the structure, e.g. *What about if you said "I like … "* – child completes sentence by saying *running.*
- Adult gives a sentence to the child with child's agreement, e.g. *Do you like running?* (child nods); *Shall I write "I like running"?* (child nods).

Pen to paper

- Makes marks on paper.
- Attempts to write letters.
- Writes from left to right.
- Writes strings of recognisable letters.
- Writes letters which correspond to phonemes in the sentence.
- Writes some known words.
- Starts to write clusters of letters.
- Leaves spaces.
- Leaves spaces between words.
- Begins to use capital letters appropriately.
- Begins to use full stops appropriately.
- Reads their story / sentence back accurately.

Writing control

- Is right-handed / left-handed.
- Has a conventional pencil grip.
- Starts to write in the correct place.

Response to writing

- Reads writing back, attempting to use 1–1.
- When reading back writing, maintains sense and meaning.
- Adds to writing to develop, extend and clarify the meaning.

4. Speaking and Listening screen

The checklist for Speaking and Listening is designed to support Shared Reading. This screening will only include limited aspects of speaking and listening; it must be considered against observations made as pupils engage in a range of speaking and listening opportunities in all areas of learning and play.

Name of child	Observation	Answering	Speaking clearly		Speaking with confidence	
		Voluntary (V) Asked (A)	Audible?	With expression?	Able to explain / add detail?	Is answer relevant?
	Brief comment on child using observation prompts.	Is the response volunteered or does the teacher need to prompt?	Can the adults and other children hear the response?	Does the child use appropriate information in their response?	Does the child elaborate beyond simple and limited contributions?	Has the child taken account of other contributions?

Shared Reading provides an ideal opportunity for focused and targeted observation of speaking and listening skills as children engage in a meaningful and well-supported activity. The checklist is designed for completion by teaching assistants during teacher-led Shared Reading sessions. In the following pages a sample completed checklist (p. 151) and list of further observations and indications of progression (p. 152) are included.

The table above explains the headings of the Speaking and Listening screen.

Examples of teacher questions during Shared Reading

Example: *The Little Yellow Chicken* (Joy Cowley, published by Rigby, ISBN 9622912710)

There are six questions each day: a) is a closed question; b) is a more open, follow-up question. Six children could be focused on each day, and each asked these specific questions during the session.

Stage of reading	*Key questions*
DAY 1: Text introduction.	**1a.** What can you see on the cover? **1b.** Why do you think the chicken is wearing a hat?
Shared Reading Read to page 3.	
Revisit text.	**2a.** Can you come and show me the frog? **2b.** Why do you think he said *hop it*? **3a.** What is the Little Yellow Chicken getting ready for? **3b.** Why did he have to do the shopping on his own? **4a.** Who were the Little Yellow Chicken's friends? **4b.** How did his friends treat him? **5a.** What do you think the Little Yellow Chicken is going to buy? **5b.** Why do you think he'd choose those things? **6a.** What do you think the Little Yellow Chicken is going to do next? **6b.** Why do you think that?
DAY 2: Revisiting text read yesterday.	**1a.** What happened in the story yesterday? **1b.** N/A
Introduce today's text.	**2a.** What do you think the Little Yellow Chicken is going to do today? **2b.** Why is the Little Yellow Chicken wearing an apron?
Shared Reading Read to page 5.	
Revisit text.	**3a.** Can you come and show me the bee? **3b.** Why do you think he said *buzz off*? **4a.** What did the Little Yellow Chicken have to do by himself? **4b.** How would you feel if you were the Little Yellow Chicken? **5a.** What do you think the Little Yellow Chicken is going to cook? **5b.** Why do you think that? **6a.** He's done the shopping and the cooking – what has he got to do next? **6b.** Why do you think that?

SECTION C

Screening tasks (1–4)

DAY 3: Revisiting text read on days 1 and 2.	**1a.**	What has happened in the story so far?
	1b.	N/A
Introduce today's text.	**2a.**	What do you think he's going to do today?
	2b.	Why does he need to get the table ready?
	3a.	Can you come and show me the beetle?
	3b.	Why do you think he said *stop bugging me*?
Shared Reading Read to page 7.		
Revisit text.	**4a.**	What did the Little Yellow Chicken have to do by himself?
	4b.	Why do you think the friends wouldn't help him?
	5a.	What would you like to eat if you were going to the Little Yellow Chicken's party?
	5b.	Why?
	6a.	He's got the table ready, now what do you think he's going to do?
	6b.	Why do you think that?
DAY 4: Revisiting text read on days 1, 2 and 3.	**1a.**	What has the Little Yellow Chicken done so far to get ready for the party?
	1b.	N/A
	2a.	What do you think he's going to do next?
	2b.	Why do you think that?
Shared Reading Read to page 11.		
Revisit text.	**3a.**	What did the friends say this time?
	3b.	What do you think they want to do?
	4a.	Can you come and show me the Little Yellow Chicken's grandmother?
	4b.	Why do you think she said *Don't let them in*?
	5a.	Would you want to eat all the food by yourself?
	5b.	Why/why not?
	6a.	What do you think the Little Yellow Chicken is going to do?
	6b.	N/A
DAY 5: Revisiting text read on days 1, 2, 3 and 4.	**1a.**	What has the Little Yellow Chicken done so far to get ready for the party?
	1b.	N/A
Shared Reading Read to page 16.		
Revisit text.	**2a.**	Do you remember what we thought yesterday about what the Little Yellow Chicken would do?
	2b.	Were you right? Why/why not?
	3a.	Did the Little Yellow Chicken's friends like the party?
	3b.	Can you remember what they said?
	4a.	Why were the Little Yellow Chicken's friends sorry?

Screening tasks (1–4)

DAY 5: Revisiting text read on days 1, 2, 3 and 4.	*Continued* **4b.** Why do you think that? **5a.** What do you think his friends are doing now? **5b.** Why do you think that? **6a.** What do you think will happen if he has another party? **6b.** N/A

SECTION C

Screening tasks (1–4)

Speaking and Listening screen

Observation

- Looking at the text?
- Joining in?
- Concentration?
- Eye contact?

Make a brief comment for each child.

Name	**Observation**	**Answering**	**Speaking clearly**		**Speaking with confidence**	
		Voluntary (V) Asked (A)	**Audible?**	**With expression?**	**Able to explain / add detail?**	**Is answer relevant?**

Screening tasks (1–4)

Completed Speaking and Listening screen

Observation

- Looking at the text?
- Joining in?
- Concentration?
- Eye contact?

Make a brief comment for each child.

Name	Observation	Answering	Speaking clearly		Speaking with confidence	
		Voluntary (V) Asked (A)	Audible?	With expression?	Able to explain / add detail?	Is answer relevant?
1. James	Playing with velcro on shoe. Makes no eye contact.	A	N	N	N	Y
2. Claire	Looking at text. Chatting inappropriately.	A	Y	N	N	N
3. Delroy	Looking at text, joining in. Eye contact with teacher.	V	Y	Y	Y	Y
4. Lisa	Interrupting. Kneeling up.	V	Y (very)	Y (lots)	N	Y
5. Rajinder	Making eye contact. Nervous of joining.	A	N	Y	Y	N
6. Jaysleen	Fiddling with neighbour's hair. Enjoying session, joining in.	V	Y	Y	N	N

Example of completed Speaking and Listening screen

Further observations and indications of progression:

Can the child:	***Evidence:***
explain their ideas to an adult or peer?	Using models of spoken language to present ideas in sequential and logical form.
ask a question of the teacher or another child?	Using the language of questions to obtain relevant and useful information.
provide simple anecdotal evidence?	Justifying a position by drawing on relevant personal experience.
make a simple speculation?	Statements which include going beyond the given evidence to hypothesise about possibilities (acknowledging uncertainties).
give a reason to back up a point of view?	Strengthening argument by drawing on relevant and objective evidence.
clarify their contribution?	Responding to listener confusion.
elaborate on their own and others' contributions?	Providing further evidence while sticking to the point.
predict what will happen next?	Using information given to predict next event.
describe an incident / event or an artefact?	Providing essential characteristics / events.

IDENTIFICATION OF ELS GROUP

Frequently Asked Questions

Q Half my class are likely to be in the target group – why is this?

A1 Feedback from the pilot schools has shown that when teachers considered the reasons for this, it was sometimes felt that this was because the school had not really got a structured phonics programme (*Progression in Phonics* or its equivalent) in place. Hence the great emphasis on this as part of the preparation for ELS.

A2 Are children coming through from YR secure at least at Step 4 in *Progression in Phonics*?

A3 The work you are doing in the Literacy Hour will help to ensure that this becomes less of a problem over time.

Q Should we include pupils in the early stages of learning EAL in ELS?

A It is important to distinguish between literacy difficulties and proficiency in English. Reference should be made to the QCA publication *A Language in Common: Assessing English as an Additional Language (2000)* and specialist advice sought from your LEA Ethnic Minority Achievement Service. Many pupils learning EAL are likely to benefit from ELS, especially where no other support is available. Where bilingual support teachers or teaching assistants are available, their involvement in ELS is likely to prove most beneficial.

Q Should we include children on the SEN Code of Practice in ELS?

A1 ELS may well be beneficial. You should consider the following:

- The nature of the child's special educational needs and the relevance of the targets in IEPs.
- Whether or not additional support / intervention is in place.

Specialist advice should be sought from your LEA SEN / Learning Support teams.

A2 A teaching assistant assigned to a child with special educational needs could deliver the programme on an individual basis or support the child in the ELS group.

Q Should we include children who have summer birthdays or who have had limited Reception experience?

A You may feel that these children will make good progress without additional support. Several schools in the pilot scheme have provided further groups in the Summer term and included these children at this stage where necessary.

Q Several children likely to need ELS have disruptive behaviour – should we include them?

A Children with severe behavioural difficulties should not be included – they should be receiving other support. (If there is a teaching assistant assigned to an individual pupil, he or she could deliver the programme on an individual basis or support the child in the group.)

You could prioritise no more than one pupil with disruptive behaviour who you feel is likely to benefit from ELS and respond positively within the small group. In this case, the situation must be monitored closely and the child withdrawn if necessary.

IDENTIFICATION OF ELS GROUP

Frequently Asked Questions *(continued)*

Q Is it worth including children with poor attendance or children who are transient?

A Both the pilot of ELS and the ALS programme for Y3 have found that inclusion in an intervention group can act as an incentive to improve attendance and is supportive to children who move between schools.

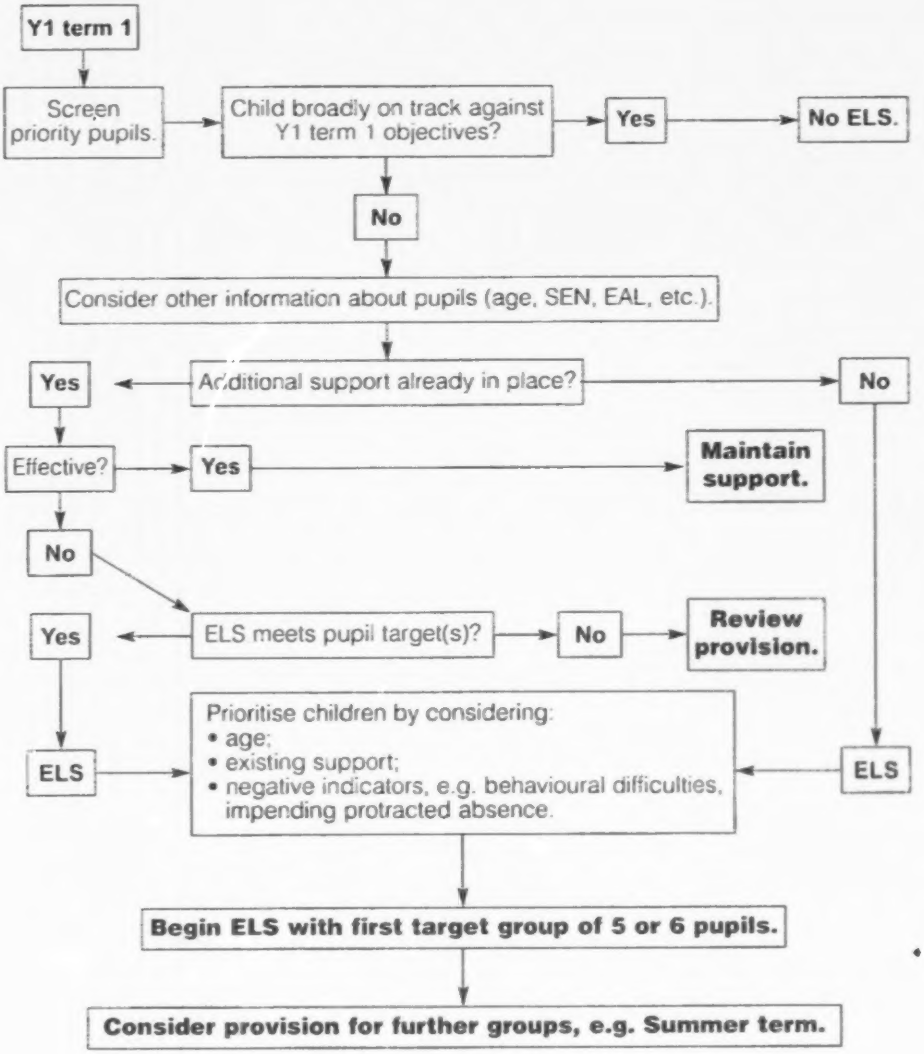
Q Will there be problems with ELS if parents/carers do not give support at home?

A The ELS programme has Take Away activities that are designed for independent working time. Schools may send these home, but it is not necessary. Supplementary notes for parents are provided that suggest optional, linked activities, which could be done at home.

Q What can we do about parents/carers who may object to their children being placed on this programme?

A It is very important that schools inform parents before the child begins the programme. Feedback from the pilot schools has shown that it works best when parents / carers are informed on a personal, one-to-one basis rather than in a meeting or by letter.

Flowchart for selection of ELS target group


Y1 term 1
Screen priority pupils.
Child broadly on track against Y1 term 1 objectives?
Yes
No ELS.
No
Consider other information about pupils (age, SEN, EAL, etc.).
Yes
Additional support already in place?
No
Effective?
Yes
Maintain support.
No
Yes
ELS meets pupil target(s)?
No
Review provision.
ELS
Prioritise children by considering:
• age;
• existing support;
• negative indicators, e.g. behavioural difficulties, impending protracted absence.
ELS
Begin ELS with first target group of 5 or 6 pupils.
Consider provision for further groups, e.g. Summer term.

Exit Strategy

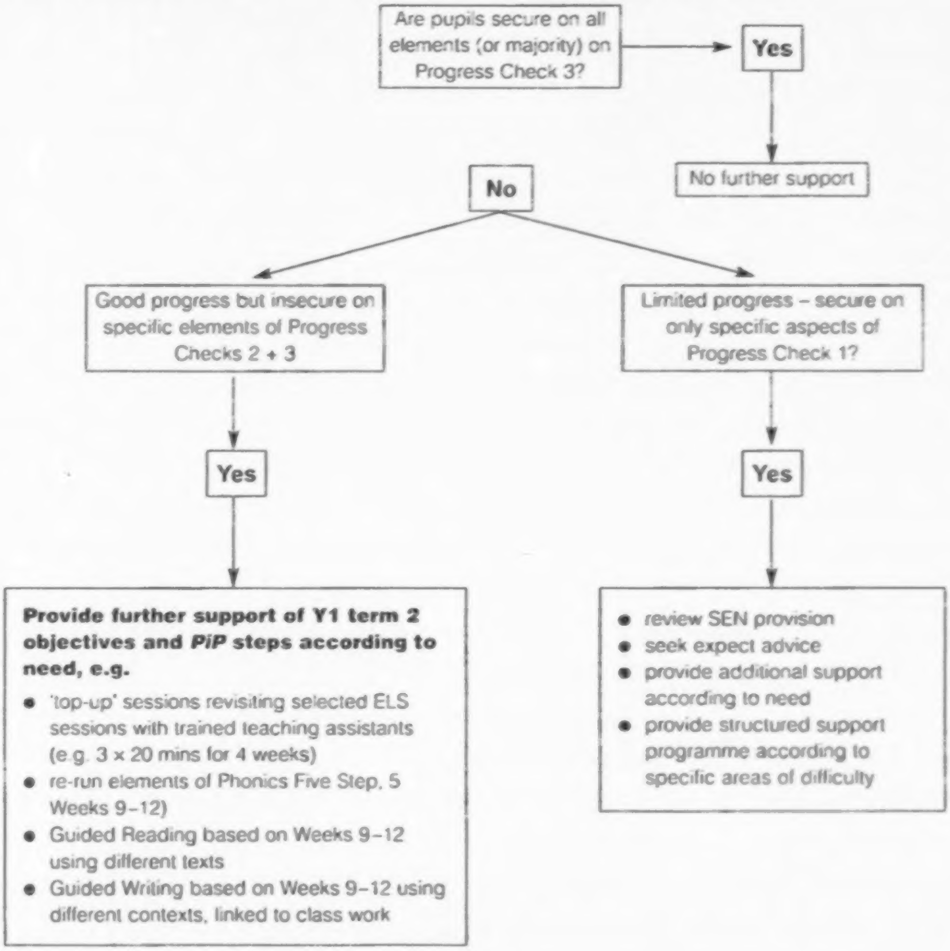
Establishing an exit strategy at the end of the group intervention: Notes for the class teacher.

When the group have completed the intervention sessions, you will wish to consider next steps for each child. The use of the ELS Progress Checks, together with your professional judgement and the views of the teaching assistant, will inform your overall view. The flowchart to establish an exit strategy at the end of the group intervention is designed to support the process of deciding the way in which individual children need to move on.

The following points should be borne in mind when working through the exit strategy:

- the exit strategy for each child should be established in consultation with the school ELS implementation group;
- exit strategies will vary and need to be tailored to meet individual needs;
- the exit strategy flowchart describes the three broad groups of children and possible exit paths;
- where children have not made expected progress, it may be necessary to seek further advice and to implement procedures in keeping with the SEN Code of Practice.

Flowchart for selection of ELS target group



Are pupils secure on all elements (or majority) on Progress Check 3?

No further support

Good progress but insecure on specific elements of Progress Checks 2 + 3

Limited progress – secure on only specific aspects of Progress Check 1?

Provide further support of Y1 term 2 objectives and *PiP* steps according to need, e.g.

- 'top-up' sessions revisiting selected ELS sessions with trained teaching assistants (e.g. 3 × 20 mins for 4 weeks)
- re-run elements of Phonics Five Step, 5 Weeks 9–12)
- Guided Reading based on Weeks 9–12 using different texts
- Guided Writing based on Weeks 9–12 using different contexts, linked to class work

- review SEN provision
- seek expect advice
- provide additional support according to need
- provide structured support programme according to specific areas of difficulty

Intervention sessions: Glossary of terms

alphabet strip	a strip of card on which is written each letter of the alphabet (in the case of ELS, in lower-case script).
blending	the process of combining phonemes into larger elements such as clusters, syllables and words. This also refers to the process of combining two or more phonemes, particularly at the beginning and end of words, e.g. *st, str, nt, pl, nd*.
digraph	two letters representing one phoneme: *bath; train; ch/ur/ch*.
environmental print	print displayed in 'everyday' settings in order to give information in a very direct and concise manner. The ELS Programme for Week 7 includes notes on environmental print.
grapheme	the written representation of a sound, which may consist of one or more letters; for example, the phoneme *s* can be represented by the graphemes *s, se, c, sc* and *ce* as in *sun, mouse, city, science*.
Guided Reading	the adult works with the group on a text carefully selected to offer an appropriate level of challenge. The ELS programme offers guidance for text selection based on *Bookbands for Guided Reading*, and the detailed session notes describe the structure of the session.
Guided Writing	the adult works with the group on a task carefully selected to offer an appropriate level of challenge. The ELS Programme offers guidance on the content and structure of sessions for the selected group.
high frequency words	words occurring in common usage for children at various stages. The *NLS Framework for teaching* provides guidance on the words relevant to the ELS Programme (YR and Y1).
human sentence	an activity in which the individual words and punctuation of a sentence are written on cards and held by children, who can then arrange themselves in the correct order.
instructional text	a text that tells you how to do something, using a series of sequenced steps. The ELS Programme for Week 6 includes notes on instructional text.

Intervention sessions: Glossary of terms *(continued)*

mnemonic	a device to aid memory, for instance to learn particular spelling patterns or spellings (e.g. *big elephants can always upset small elephants* – the initial letter of each word supports the memorising of the spelling of *because*).
non-chronological report	writing organised without reference to a time sequence. The purpose is to describe the way things are. The ELS Programme for Week 9 includes notes on this text type.
phoneme	the smallest unit of sound in a word. A phoneme may be represented by one, two, three or four letters and may occur in initial, medial or final position in a word – e.g. *bat, ship; dog, mouse; man, match, through*.
phoneme frame	a pre-printed card that supports children in discriminating the number of phonemes in a word. Examples are included in the ELS resources trolley and can also be found in the books for the ALS programme.
***Progression in Phonics* (*PiP*)**	NLS publication for the teaching of phonics in Key Stage 1. The ELS Programme is aligned to the 'Steps' for progression described in the book.
segmentation	the process of breaking a word or part of a word into its component phonemes, e.g. *c-a-t, ch-a-t, s-k-i-n*.
Shared Reading	the adult, as an expert reader, models the reading process by reading the text to and with the children. This includes demonstrating the use of reading strategies and giving the children opportunities to join in the reading.
talk for writing	discussion that helps children to capture and rehearse the content, sequence and style of what they are going to write before they attempt to write it. It is particularly helpful to young children if the adult models this process by 'thinking out loud' about their own writing.
text at instructional level	a text selected for Guided Reading which a child will be able to read and readily comprehend at or above 90% accuracy (for further information, see *Book Bands for Guided Reading*).

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